DOCUMENT RESUME

ED 350 053 JC 920 509

TITLE	Accountability and Productivity: Report for the Illinois Community College System.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	Sep 92
NOTE	77p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Accountability; *Community Colleges; *Cost Effectiveness; Enrollment; Enrollment Trends; Financial Exigency; *Productivity; Profiles; Program Effectiveness; *Program Termination; Retrenchment; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	*Illinois Community College System

ABSTRACT

Within the Illinois Community College System (ICCS), each of the 50 member colleges reports to the Illinois Community College Board (ICCB) on their productivity improvements. This report summarizes the productivity reports of the ICCS colleges, examines the results of a series of analyses of productivity conducted by the ICCB from a statewide perspective, and reviews state-level accountability and productivity improvement initiatives. Following a brief introduction, the first section summarizes the results of the college productivity reports in the areas of instruction, public service, overall academic functions, and administrative functions. The second section presents the results of the state-level system analyses, reviewing 13 low-enrollment curricula, the ICCS cost-effectiveness study, and the ICCS peer group analysis. The third section describes state-level accountability and productivity initiatives, listing 14 proposed measures for implementation, and 9 proposed measures requiring further examination. This section also reviews the following initiatives: program approval process; accountability legislation; accountability conference; articulation; awards program; educational guarantees; teaching/learning excellence; centers of excellence in adult education; telecommunications; and the recognition process. A series of detailed tables provides college-by-college data on programs eliminated; redesign initiatives; public service productivity improvements; overall academic function productivity improvements; administrative productivity improvements; and programs offered, including low-enrollment programs. A brief report on the ICCB program approval process in appended. (PAA)

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ACCOUNTABILITY AND PRODUCTIVITY

REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM

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September 1992

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Illinois Community College Board

ACCOUNTABILITY AND PRODUCTIVITY REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM

TABLE OF CONTENTS

	Page
Introduction	1
College Productivity Reports	1
Instructional Units Productivity	2
Public Service Productivity	4
Overall Academic Functions Productivity	5
Administrative Functions Productivity	8
State-Level System Analyses	9
Statewide Analysis of Low Enrollment Curricula	10
Clerk/Typist Programs	11
Legal Secretarial Programs	11
Retailing Programs	11
Banking and Finance Programs	11
Mechanical Drafting Programs	11
Agricultural Business Programs	13
General Sales and Marketing Programs	13
Computer Electronics Programs	13
Small Business Management Programs	13
Microcomputer Applications Programs	13
Private Security Services Programs	13
Water/Wastewater Technology Programs	13
Architectural Drafting Programs	13
Community College System Cost-Effectiveness Study	14
Community College Peer Group Analysis	15
State-Level Accountability and Productivity Initiatives	15
Review of State-level Processes and Procedures	18
Proposed Measures for Implementation	18
Proposed Measures Requiring Further Examination	19

TABLE OF CONTENTS
(Continued)

Page

Program Approval Process 20

Accountability Legislation 20

Accountability Conference 20

Articulation 21

Awards Programs 21

Educational Guarantees 21

Teaching/Learning Excellence 22

Centers of Excellence in Adult Education 22

Telecommunications 23

Recognition Process 23

Summary and Conclusions 23

Appendix A: Productivity Improvement Tables 26

Table A-1: Instructional Productivity Improvements Through Eliminations 27
Table A-2: Instructional Productivity Improvements Through Redesign 32
Table A-3: Public Service Productivity Improvements 39
Table A-4: Overall Academic Function Productivity Improvements 43
Table A-5: Administrative Productivity Improvements 53

Appendix B: Low Enrollment Programs 62

Table B-1: Community College Low Enrollment Programs 63

Appendix C: Report on New Program Approval Process 68

ACCOUNTABILITY AND PRODUCTIVITY REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM

Introduction

This report summarizes the Illinois community college system's response to the Illinois Community College Board's initiative on accountability and the Illinois Board of Higher Education's initiative on productivity, quality, and priorities. Nearly three years ago, the ICCB adopted cost effectiveness and accountability as one of its major initiatives. Since then, the ICCB has produced a report examining cost effectiveness of the system, initiated an awards program to recognize colleges for their cost-effectiveness efforts, and is in the process of establishing statewide accountability measures.

Approximately one year ago, the IBHE undertook a major initiative in productivity, quality, and priorities. The IBHE has asked each of the higher education institutions and systems to report on its productivity improvement efforts. This report summarizes the productivity reports of the community colleges, examines the results of statewide analyses conducted by the ICCB, and outlines productivity measures identified by the ICCB in the area of office productivity.

For the purposes of this report, accountability and productivity represent the effective use of resources to meet the community college system's mission by providing comprehensive programming that both anticipates and responds to community and statewide needs. Hence, accountability and productivity encompass cost effectiveness through containment, reduction, and resource reallocation as well as the strategic use of resources to enhance quality in high priority programs. Consequently, while this report focuses primarily on cost-effectiveness, the reader is urged to make note of the numerous other accountability and productivity procedures and initiatives referenced in the report -- such as the recognition process, educational guarantees, cost-effectiveness/accountability awards, teaching/learning initiatives, articulation action plan, resource allocation management planning (RAMP), program approval, program review, program advisory committees, occupational and transfer student follow-up surveys, the Employment Tracking System, and the public higher education shared student enrollment and degree files -- as all must be considered collectively for an accurate picture of community college system accountability and productivity initiatives.

College Productivity Reports

Each college was asked to report on its productivity improvements in four areas: instruction, public service, overall academic functions, and administrative functions. The colleges were asked to provide an estimate of the annual and long-term cost savings of their improvements. The colleges were unable to place an exact dollar figure on many of the productivity initiatives; therefore, the dollars reported should be interpreted with caution since they represent an incomplete accounting of resource reallocations and benefits. In those cases where dollar figures are reported, they represent a combination of estimated cost benefits, revenues generated, and reallocations. For the most part, they do not represent available dollars since they have been

allocated or reallocated to higher priority initiatives. Table 1 presents the aggregated dollars reported by the colleges in their productivity reports.

It is difficult to capture the magnitude of the 50 colleges' productivity efforts in a summary fashion because of the individuality of each college. Community colleges are dynamic, responsive institutions that place students and the communities they serve as their top priority. In order to accomplish this, they must operate in the most cost-effective manner possible. The activities summarized below demonstrate the community college system's responsiveness to changing times and conditions while continuing to offer high-quality, affordable education to nearly one million Illinois citizens each year.

Instructional Units Productivity. Initiatives aimed at improving the instructional productivity of the colleges will result in reallocations of $4.9 million this year and $15.5 million over the next five years. Over 300 initiatives were described by the colleges (see Tables A-1 and A-2).

Community colleges conduct examinations of programs and courses in terms of their capacity in relation to student demand and in relation to occupational demand. Several processes and mechanisms are used by the colleges to monitor program performance. The program review process is instrumental in determining which instructional programs and courses should be improved or discontinued. Occupational programs are strengthened by advisory committees consisting of practitioners who provide insights into emerging developments in their fields as well as clarifying the knowledge and skills they expect from employees. A statewide annual occupational follow-up study uses a five-year cycle to examine graduates' perceptions of the programs they complete. The survey addresses a graduate's objective for attending, current educational and employment status, salary, employment start-up and location, satisfaction with his/her employment, and the program completed. Community colleges also receive data from the Employment Tracking System to ascertain the employment status of their graduates. Likewise, many colleges survey their baccalaureate/transfer graduates using an adaptation of the ICCB follow-up survey or other instruments. Another feedback mechanism is the shared enrollment and graduation files which have been created cooperatively by public community colleges and universities. The shared files contain information for individual students and will provide the opportunity for colleges to track in-state, public sector transfer behavior of their graduates.

Community colleges have sophisticated long-range and/or strategic planning processes which are guided by their mission and goal statements. To keep state officials informed, the colleges report planned curriculum additions and deletions for a five-year period to the ICCB and IBHE each fall. As a result of their careful analysis, community colleges have made a series of course, program, and position reductions.

In their productivity reports, the colleges identified approximately 80 programs that will be or have been eliminated or placed on inactive status. While resource information was not provided for most eliminations, the reallocations for the 40 programs with such information totaled nearly $835,000 annually and over $4.1 million over a five-year period. Most of the programs targeted for elimination also were identified in the state-level analyses discussed later in this report.

Illinois Community College Board

Table 1

PRODUCTIVITY IMPROVEMENTS IN PUBLIC COMMUNITY COLLEGES
AGGREGATE DOLLARS REPORTED

Initiative	Annual Reallocations*	Long Term Reallocations
Instruction	$ 4,867,935	$ 15,447,473
Eliminations	$ 1,462,251	$ 6,733,546
Redesign	$ 3,405,684	$ 8,713,927
Public Service	$ 3,442,269	$ 4,401,938
Overall Academic Function	$ 14,331,780	$ 57,124,700
Administrative	$ 16,525,634	$ 60,072,878
Grand Total	$ 39,167,618	$ 137,046,989

*These data reflect not only resource reallocations, but also revenue enhancements, and cost/benefit differentials.

SOURCE OF DATA: Community College Productivity Reports

In addition to program elimination, position eliminations within on-going programs were reported by nine colleges. These resulted in an additional funds for reallocation of $451,000 for the current year and $1.1 million within five years. Course eliminations are projected to yield approximately $137,000 immediately and $277,000 over the next five years. Monies realized resulting from a combination of these program, position, and course eliminations are projected to exceed $1.4 million immediately and over $6.7 million over the next five years. The elimination of the City Colleges of Chicago's City-Wide College is not included in these figures although the district has estimated the savings will be approximately $2 million. Viable City-Wide programs will be transferred to Harold Washington College and nonproductive ones will be eliminated. Estimates of instructional savings have not been completed.

Widespread consolidation, reorganization, and course and curricular redesign were evident in college responses to the productivity initiative. For example, Oakton Community College redesigned and consolidated eight programs. Program consolidations and redesigns at the various community colleges provided almost $864,000 for reallocation in the first year and an estimated $4.4 million over the next five years. Course revisions resulted in $145,000 this year and a projected $600,000 for reallocation during the next five years.

At least four colleges indicated that they opened on-campus, special purpose instructional centers to meet student and community needs. In keeping with its rural setting, Lake Land College is strengthening its Diesel and Agricultural Power programs in partnership with John Deere. Lake Land has been designated as the Regional Training Center for John Deere and will train its regular students as well as those sponsored by John Deere dealerships. The college will gain at least 30 new students, state-of-the-art John Deere equipment, training aids, and updated materials compliments of John Deere. Black Hawk College has been selected as the site for Western Illinois University's (WIU) Rock Island Undergraduate Center. WIU delivers five bachelor of arts programs to Black Hawk College graduates and other qualified students from the area at the center. Savings are achieved by sharing a number of resources including facilities, faculty, staff, grants, financial aid, and equipment. Rock Valley College developed a Manufacturing Educational Center in cooperation with Harlem High School and six area manufacturing firms. The facility and all equipment have been donated by one of the firms. The College of DuPage established a Mathematics Assistance Center to help students experiencing difficulty in math courses. DuPage also created a Teaching Center to assist faculty with instructional delivery and technology.

Public Service Productivity. Public service has always been an integral part of the community college mission in Illinois and is embodied in its very name, "community" college. The colleges reported over 100 (see Table A-3) activities designed to increase productivity in their public service programs representing an annual savings or revenue enhancement of over $3.4 million, with long-term savings or enhancements of over $4.4 million. It should be noted that for many of the activities, colleges were not able to specify an associated dollar amount. Ranking high among the revenue-generating activities was the procurement of external grants to fund many of the public service activities of the colleges. For example, the College of Lake County reported raising over $300,000 for public service activities.

Many community colleges already operate public service activities on a self-supporting basis and/or rely on external grants to fund their operation. According to the productivity reports, others are moving in this direction. As a way of more cost effectively providing public service to their communities, several colleges have developed "reciprocal agreements" with other local organizations allowing noncredit courses and workshops to be offered off campus without the expense of facilities rental or, in some cases, without instructor costs.

At least seven colleges have reorganized their administrative structure for public service -- consolidating what was formerly separate administrative units for individual programs into a more cost-effective, unified approach.

Colleges reported that scheduling is a critical factor in their public service offerings so that they complement rather than compete with credit offerings. This results in more efficient use of facilities.

While a few colleges are reducing their public service offerings in an effort to be more productive, most colleges believe that their public service programs reap major benefits for the institutions in terms of community support and revenue enhancement. One college estimated that in cost-benefit terms public service was worth nearly $1 million over a five-year period.

Overall Academic Functions Productivity. The colleges reported over 260 productivity measures aimed at improving the overall academic functioning of their institutions (see Table A-4). Annual resources from these initiatives are estimated at approximately $14.3 million with an estimated $57.1 million generated over a five-year period. As was the case elsewhere, dollar amounts were not always reported for savings realized, reallocated, or new revenue generated by these initiatives.

The scope of community college offerings is carefully monitored. The program review process examines academic support and administrative programs based on need quality and cost. Through reassignments, early retirement programs, and consolidations, 24 colleges have reallocated over $1.5 million this year and will save an estimated $7.8 million over the next five years. This includes early retirement programs undertaken by Belleville, Daley, McHenry, and Prairie State which will produce approximately $245,000 immediately and nearly $2.1 million over the next five years.

Off-campus sites have been closed by four community colleges resulting in immediate funds for reallocation of $743,000 and an estimated savings of $3.7 million over a five-year period. Restructuring of adult basic and adult secondary programs at the City Colleges of Chicago provided the bulk of these dollars. In April 1992, the Illinois Community College Board organized a team of adult education and finance experts to assist the City Colleges of Chicago in a review of the Adult Literacy Skills program. These closings resulted from one of the ICCB recommendations in this cooperative effort to strengthen adult education in the City Colleges of Chicago. The off-campus sites that remain will be enhanced to provide students with more comprehensive services and increased quality control. Relatedly, Shawnee Community College

has made arrangements to obtain off-campus facilities at either no cost or for the utility charges realizing $61,200 immediately and an estimated $300,000 in the next five years.

Illinois Valley, Kaskaskia, and Triton have targeted athletic programs as areas where additional resources can be realized. These three colleges can achieve $115,000 initially and $513,000 over five years through the elimination of athletic programs and reductions in athletic budgets.

Community colleges remain keenly aware of the number of students required for course sections to be offered cost effectively. Twenty-one colleges specifically indicated that they have raised course section enrollment minimums or maximums while maintaining educationally sound enrollment ceilings. These measures accounted for an estimated enhancement in annual resources of $2.3 million by the 18 colleges reporting dollar amounts. Long-term savings of $7.4 million were estimated by 11 colleges. Every community college maintains course enrollment cutoff standards. Considerations are made for student needs, type of class (lecture, lab, etc.), status of the faculty (full- or part-time), and space availability in determining whether a course section has sufficient enrollment to be offered.

All community colleges rely on the services of qualified part-time employees to complement the skills and abilities of their full-time employees. Part-time faculty and staff must meet standards comparable to their full-time counterparts. Ten colleges specifically mentioned the use of part-time employees as a method for maintaining institutional flexibility and cutting costs. Six colleges estimated generating approximately $900,000 annually from using part-time faculty and staff. Five of the colleges projected these measures would yield $4.9 million. Employment of part-time faculty requires an institutional commitment. For example, Illinois Valley indicated that part-time faculty are rigorously evaluated, and a merit award system is in place to reward outstanding performance.

Adaptive academic calendars and aggressive scheduling at community colleges maximize the use of student and faculty time, facilities, and institutional resources. Community colleges exist to provide Illinois citizens with access to quality higher education and have never accepted the boundaries imposed by the traditional school day or school year. Innovative scheduling of the academic calendar is the rule rather than the exception among community colleges.

Colleges are experimenting with staying open for longer periods of time each day, offering a greater number of courses on weekends; initiating mini-sessions between semesters; and running short-term, intensive modules within semesters. More courses are being offered at nonprime hours such as starting very early in the morning (e.g., 7:00 a.m.) or during mid-afternoon. Typically, community college course sections have been least full during mid-afternoon hours. This is understandable since most community college students are employed. Those employed part-time have a preference for classes earlier in the day. Most students with full-time positions are still at work during afternoon hours. In an effort to maximize facility use, Belleville Area College has reduced tuition for mid-afternoon courses. All community colleges provide instruction during the weekend. Eight colleges specifically mentioned making a concerted effort to increase weekend college course offerings. Revenue enhancements were not specified. Many colleges offer courses that bridge the gaps between traditional semesters. Nine colleges specifically mentioned initiating a modified summer schedule to provide mini-sessions

to students or reduce overhead costs. Five of the colleges estimated annual savings of $276,000. Three colleges estimated long-term savings in excess of $1.2 million.

Quality teaching is a community college trademark. Community colleges are committed to offering students state-of-the-art instruction. In an effort to assure that faculty remain current and experience renewal, the colleges all provide professional development programs. In fiscal years 1989 through 1992, a percentage of state funds was designated for professional development initiatives. Though included in the ICCB proposal in fiscal year 1993, these nonrestricted funds were cut from the statewide community college budget. Reports from the colleges on professional development programs indicated that additional college funds were dedicated to staff development. Ten community colleges specifically identified professional development as important to strengthening the academic program. A faculty-driven initiative has resulted in Black Hawk College investing $15,000 in a Teaching/Learning Center. The center is a professional development initiative aimed at curriculum revision and enhancement. As institutions who support lifelong learning, community colleges must provide appropriate learning opportunities for their employees. As good stewards of public funds, the colleges also take steps to assure that they are provided in a cost-effective manner.

Telecommunications technology is being used by community colleges to strengthen academic productivity. Illinois community colleges are actively participating in the adaptation of technology to the delivery of educational programs. Results from the Illinois Council on Continuing Higher Education Telecommunications Survey, conducted cooperatively with the ICCB, indicate that 30 community colleges either plan to use or are using telecommunications technology for distance learning. Thirty-seven colleges either plan to use or are using telecommunications technology to deliver on-campus courses. Ten colleges mentioned telecommunications in their productivity improvement initiatives. The four colleges providing cost data indicated nearly $100,000 would result annually from these initiatives. Six of the colleges estimated $550,000 would be realized in the long-term.

The academic productivity of community colleges is being improved through the use of computer technology. Computers have been integrated into the curricula. Community colleges offer training in technical areas which demand current technology. An ICCB report entitled "Computer Systems in Illinois Public Community Colleges" indicates that in the fall 1990 term there were 4,950 microcomputers being used for instructional purposes across the state. Another 1,780 were being used administratively and 2,480 were receiving dual use for both instruction and administration. Applications documented in the computer systems report included: word processing, electronic spreadsheets, database operations, statistical packages, and integrated software programs. A total of 56 microcomputer networks were operational at the time, and a variety of mainframe and minicomputers were also in use at the colleges. Thirteen colleges specifically identified computer initiatives that increased institutional productivity. Ten provided cost data indicating $550,000 in annual funds for reallocation. Six colleges quantified funds of $476,000 over a five-year period.

In an effort to increase student success, 20 colleges have strengthened their assessment and counseling programs. Most had difficulty quantifying results as less than one-third of the colleges provided cost figures. The savings are arguably difficult to calculate and may vary

considerably. For example, proper course placement should result in reduced drop/add behavior which places fewer demands on registration systems and personnel and opens up additional seats in selected course sections. Proper course placement also contributes to reduced instances of student failure and increased student satisfaction. Combined resources from six colleges for improving their assessment strategies were estimated at $463,000 for this year. Furthermore, five colleges indicated that assessment and counseling improvement initiatives will generate an estimated $4.4 million over the next five years. Equally important to the cost savings is the positive impact these improvements will have on students.

Cooperative agreements constitute a significant method used by community colleges to share resources. The colleges have identified priority programs and regularly rely on cooperative arrangements to cost effectively offer high-cost, low enrollment programs or those deemed low priority at the local level. The colleges remain in close contact with their constituents and provide programs which most directly meet existing and emerging community needs.

An ICCB report entitled "Interdistrict Cooperative Agreements (FY 1992)" indicates that 206 cooperative agreements were established among community college districts. Instructional programs included six associate in arts/associate in sciences degrees in transfer programs, 948 associate in applied science occupational/technical degrees, and 812 occupational/technical certificates. Virtually every community college district participates in cooperative agreements.

Twelve colleges indicated an increasing reliance on cooperative agreements in their productivity reports. Nine colleges indicated that $699,000 was realized this year and over $2.2 million are estimated in the next five years due to cooperative agreements. For example, Parkland College received a HECA grant to develop cooperative agreements to enhance student alternatives. Likewise, Parkland has developed relationships with higher education institutions in Japan to increase revenues and faculty development opportunities. Equally impressive are the efforts of Shawnee, Logan, Southeastern, and Rend Lake which have formed the Southern Illinois Collegiate Common Market (SICCM). This arrangement allows the four colleges to pool their resources and cooperatively offer a variety of high-cost, high-demand occupational programs whose operation would otherwise be too costly.

External funding sources are used by most community colleges to strengthen their educational programs. Eleven colleges specifically reported receiving $332,000 of external funding to strengthen their academic programs this year and more than a quarter of a million dollars over the next five years.

Administrative Functions Productivity. The colleges reported over 300 productivity improvement measures in the administrative area (see Table A-5). These improvements have resulted in annual resource reallocations of nearly $16.5 million with an estimated $60 million over a five-year period. As in the other areas, colleges were unable to provide dollar figures for all of the productivity improvement measures. While some measures did not result in real dollar cost savings, they resulted in providing better services in a more efficient manner. For example, Richland Community College restructured its financial aid and job placement offices resulting in increased service to students. Likewise, Rock Valley College has entered into a

cooperative library project with municipal libraries, thus increasing the availability of library resources to its students.

Nearly all of the colleges have either restructured administrative units or eliminated or consolidated positions in an effort to be more cost effective resulting in substantial cost savings. Through these two measures, the colleges realized nearly $4.6 million dollars.

Improvements in technology accounted for $1.8 million. Colleges have automated many of their services through investment in new hardware and software. Several have implemented touch-tone registration processes and have centralized internal processes through the use of computerization.

An additional $1.3 million was achieved through various energy and utilities conservation measures. These savings came primarily in the areas of lighting, heating and cooling, and telecommunications. Several colleges have arranged for direct purchases of gas and have gone to interruptable electricity supplies. Others have changed long-distance telephone carriers to free additional resources.

Increasing insurance costs have been a major concern for colleges over the past few years. Eight colleges reported strategic moves that resulted in reductions over $900,000 in their insurance costs during the past year.

The cost savings realized by administrative restructuring, consolidation, and elimination are both impressive and commendable regardless of whether they are defined broadly or narrowly. Yet, administrative costs appear to have been rising over the past several years. Much of this trend may be attributable to increases in state and federal reporting requirements and the additional staff time and resources being devoted to compliance. Furthermore, the need increases for more specialized programs and services as community colleges attempt to respond to the call for workforce training, adult education, training to cope with constantly changing technologies, and educating other unique constituencies. These factors exert pressure on institutions often resulting in a shift of resources from direct instructional areas to administrative functions. Without question, additional administrative expense often is associated with these efforts.

Despite the fact that a significant portion of administrative cost increases are justified as noted above, colleges must continue to evaluate and implement strategies for reducing administrative costs. Simultaneously, enhanced state-level analyses of administrative costs need to be considered to isolate common problem areas.

State-Level System Analyses

In addition to the college's local efforts in productivity which have been reported above, Illinois Community College Board staff have initiated a series of analyses of productivity from a systemwide perspective. Many different factors can and should be analyzed from a statewide perspective. Those included in this summary represent only a sample of these factors.

Two years ago, the Board examined cost effectiveness in the system based on an analysis of unit cost data. Another type of analysis developed by ICCB staff primarily for use by individual institutions is community college peer group comparisons. The most recent statewide analysis focused on low enrollment curricula. These three types of analyses are discussed below.

Statewide Analysis of Low Enrollment Curricula. In the analysis of low enrollment curricula, each discrete (six-digit CIP) program area was examined, and colleges with less than 10 students enrolled as majors in each program area in fiscal year 1991 were identified. The ICCB annual enrollment and completion data provide the basis of the analysis. These programs then were examined in terms of the location of the college in relation to other colleges offering the same programs.

There are a variety of underlying causes for low program enrollments. In a few of the programs, the low enrollment can be attributed to the newness of the program. In others, the occurrence can be attributed to a program structure where both short-term certificates and associate degrees are offered in closely related programs. The student may obtain the certificate while pursuing the longer-term associate degree goal and, therefore, may not be recorded as being officially enrolled in the program. It should be noted that the definition of "program enrollee" varies considerably from college to college. In some colleges all students that enroll in occupational courses are considered to be program enrollees, while in others, a program enrollee consists of any student who formally makes application and indicates this on his or her registration form. In virtually all colleges, students self-select their major area of study at the time of initial registration and do not necessarily later change the program codes in subsequent registrations--even when they may be following a different program. Furthermore, many students taking courses in occupational program areas are doing so to upgrade their skills and do not plan to complete a degree or certificate. In each of these instances, students may not be counted as program majors or enrollees. In some instances, the colleges have identified the low enrollment programs in their productivity, program review or RAMP reports as scheduled for discontinuation but have not yet officially done so. Low enrollment programs should not be equated necessarily with high costs.

One hundred twenty-seven of the 240 program areas had at least one college with less than 10 students identified as majoring in the area in fiscal year 1991. Within these 127 areas, 298 college programs had less than 10 students. Of these, 203 were offered in districts that were located contiguous to districts providing the same program. Table B-1 shows the 127 program areas, the number of colleges with enrollments, the number of colleges with less than 10 enrolled, and the number of these with neighboring districts offering similar programs, plus enrollments statewide and within the low enrollment programs.

Forty-three of the low enrollment programs were not located next to a district that offered the same program. In general, these were programs that are offered at a very small number of colleges across the state. In fact, 17 of the programs were available at only one college. Examples of these programs include crop production, nursery management, and industrial marketing.

The 298 programs with low enrollments warrant further examination and are potential targets for restructuring, consolidation, cooperative agreement arrangements, or elimination. The elimination or consolidation of these programs may not represent a substantial cost savings in each case. However, colleges must consider whether they can continue to offer the courses in a sequence which will allow timely program completion by students.

Table 2 on the next page provides a summary of the program areas with the largest number of colleges having low enrollment programs. Each of these program areas is discussed below.

Clerk/typist programs. Among the 23 colleges with clerk/typist programs, nine (nearly 40 percent) had fewer than 10 students enrolled. In each case, neighboring districts or colleges offered the same program. In fiscal year 1991, there were 628 students enrolled in clerk/typist programs statewide with individual college enrollments ranging from 164 to one. Thirty-four students were enrolled at the nine colleges with low enrollment clerk/typist programs. Of the 107 clerk/typist graduates in 1991, 13 were from the low enrollment programs.

Legal secretarial programs. Of the 671 students enrolled in legal secretarial programs, 44 were enrolled in the nine programs that had less than 10 students. A total of 28 colleges offer these programs. Six of the nine low enrollment programs are located within the City Colleges of Chicago. Four of the 78 legal secretarial graduates were from the nine low enrollment programs.

Retailing programs. Eight of the 17 colleges offering programs in retailing had low enrollments. Six of these were located next to districts offering similar programs. Only one college with low enrollments had a unit cost lower than the state average. All of the others were substantially higher. Statewide, 461 students were enrolled in retailing with 25 being enrolled in the eight low enrollment programs. Of the 54 retailing graduates, three received their certificates from one of the low enrollment colleges. The remaining seven low enrollment colleges had no graduates in retailing.

Banking and finance programs. Banking and finance and mechanical drafting programs exhibited low enrollments at seven colleges. In both banking and finance and mechanical drafting, 22 colleges had programs and each of the seven low enrollment programs were located in areas where there were similar program offerings. The unit cost for colleges with low enrollments in banking and finance was substantially below the statewide average, indicating that while their enrollments were low, it was not particularly costly to offer the programs. Nearly 1,400 students were enrolled in banking and finance programs across the state with only 24 enrolled at the seven colleges in question. Five students graduated from these seven programs.

Mechanical drafting programs. There were 842 students enrolled in mechanical drafting programs statewide with 13 students enrolled at the seven colleges with low enrollments. In fact, only one student was enrolled at each of five colleges. It should be noted, however, that at least three of the colleges with low enrollments in mechanical drafting have relatively large architectural drafting programs. The core courses for these two programs are frequently identical with only specialty courses differing. Therefore, students may be counted as being enrolled in one specialty area while taking courses in both areas. As a case in point, one college

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Table 2

SELECTED DATA PERTAINING TO LOW ENROLLMENT CURRICULA
IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Program	Low Enrollment Curricula		Low Enrollment Curricula with Neighboring Programs		Total Enrollments Accounted for by Low Enrollment Curricula	Total Graduates Accounted for by Low Enrollment Curricula
	Number	Percent	Number	Percent	Percent	Percent
Clerk/Typist	9	39.1%	9	100.0%	5.4%	12.2%
Legal Secretarial	9	32.1%	9	100.0%	4.8%	5.1%
Retailing	8	47.1%	6	75.0%	5.4%	5.6%
Banking & Finance	7	31.8%	7	100.0%	1.7%	7.6%
Mechanical Drafting	7	31.8%	7	100.0%	1.5%	16.3%
Agricultural Business	6	33.3%	5	83.3%	10.8%	8.6%
General Sales	6	17.6%	6	100.0%	0.9%	2.8%
Computer Electronics	6	50.0%	6	100.0%	9.2%	50.0%
Small Business Management	5	41.7%	4	80.0%	5.1%	25.0%
Microcomputer Applications	5	22.7%	5	100.0%	2.3%	7.1%
Private Security Services	5	50.0%	2	40.0%	14.7%	50.0%
Water/Wastewater Technology	5	50.0%	4	80.0%	12.9%	0.0%
Architectural Drafting	5	21.7%	4	80.0%	1.3%	0.8%

SOURCE OF DATA: Fiscal Year 1991 Annual Enrollments and Completions

reporting only one student enrolled in mechanical drafting had 11 students graduating from the program.

Agricultural business programs. Six colleges had few students enrolled in their agricultural business, general sales, and computer electronics programs. Agricultural business programs were offered by neighboring colleges in five of the six instances of low enrollment programs. A total of 18 colleges had students enrolled in agricultural business in fiscal year 1991. Of the 35 students who were enrolled in the low enrollment programs, all but two were attending colleges whose neighboring districts also had programs. Six of the 70 agricultural business graduates in 1991 came from the low enrollment programs.

General sales and marketing programs. Thirty-four colleges have active programs in general sales and marketing with a total of 2,414 students enrolled statewide in fiscal year 1991. All of the programs were offered at surrounding colleges. Only 22 students were enrolled in the six low enrollment programs. Of the 214 general sales graduates, six graduated from programs with less than 10 students enrolled.

Computer electronics programs. Twelve colleges offer programs in computer electronics. One-half of these had enrollments under 10. Similar programs are available at neighboring schools for all five colleges with low enrollment programs. Out of a total of 185 students statewide, these six programs enrolled 17 students. Statewide unit cost for this area is $179.99.

Small business management programs. Small business management is offered by 12 colleges with a total enrollment of 296 students. In five of these colleges the enrollment totaled seven with graduates numbering five. Four of these colleges have contiguous districts offering small business management.

Microcomputer applications programs. There has been a proliferation of programs in microcomputer applications over the past five years with 22 colleges offering programs with a total of 1,062 students. In the five colleges with low enrollments in the program, a total of 24 students were enrolled. One college has already targeted this program for elimination through its program review process.

Private security services programs. One-half of the 10 colleges offering private security services programs had small numbers of students enrolling in them. Among the 150 security services students statewide, 22 were enrolled at the five low enrollment colleges. Unlike many of the other program areas discussed thus far, only two colleges are located next to districts that also offer the program.

Water/wastewater technology programs. As with private security services, 10 colleges offer water/wastewater technology with one-half exhibiting low enrollments. Four of the five with low enrollments are located near a college that offered water/wastewater technology. Seventeen of the 132 students in these programs attended the five colleges.

Architectural drafting programs. Of the 23 colleges with enrollments in architectural drafting, five enrolled a total of 20 students. Four of the five colleges have neighboring districts with the

same program. Statewide there were 1,522 students. Unlike mechanical drafting where several of the colleges with low enrollment programs offered architectural drafting, the colleges with low enrollments in architectural drafting for the most part did not have large enrollments in mechanical drafting.

The remaining low enrollment programs appeared at four or less colleges. While these will not be highlighted in the summary, they represent 215 programs that are potential candidates for in-depth examination at the local and regional levels and should be evaluated carefully.

The analysis of low enrollment programs was not undertaken to necessarily target individual programs for elimination. However, these programs do represent areas where there is potential duplication of efforts among the colleges. The colleges are encouraged to examine their own programs within the identified areas and consider regional cooperative arrangements or delivery through telecommunications where feasible. These program areas should be discussed as additional regional consortia are developed. During the fiscal year 1993 program review process, the colleges should review these low enrollment programs and report the results of the reviews to the ICCB.

Community College System Cost-Effectiveness Study. Annually, every community college district submits unit cost data to the ICCB. The unit cost analysis accounts for virtually all college costs within a number of cost categories. These costs then are converted to a college net instructional cost, full instructional cost, and total institutional cost. A statewide average cost for each of these broader types of costs also is computed annually.

During July 1990, an ICCB study was completed which analyzed unit cost data for the community college system over a ten-year period from fiscal year 1980 to 1989. The individual cost categories examined for this study included direct salary, direct department, direct equipment, building rental, operation and maintenance, academic administration and planning, learning resources, student services, administrative data processing, general administration, and general institutional costs. Additionally, the net instructional, full instructional, and total institutional costs were analyzed. All cost analysis for this study were done on a statewide level rather than focusing on individual districts' costs. Furthermore, all costs considered in this study were adjusted for inflation using the Higher Education Price Index (HEPI).

The data presented and analyzed for this study suggested that community colleges in Illinois operated in a very cost-effective manner during the ten-year period. The major cost areas over which an institution has substantial control reflected only minor increases. The most significant cost increases were attributable to cost factors over which an institution may have little control. It appeared from the study that colleges have been able to effectively manage resources so that comprehensive programs and services are provided in an efficient and effective manner.

Several specific examples of costs which, in real terms, remained very stable are direct salary costs, direct equipment costs, direct department costs, and operation and maintenance costs. These costs areas are major contributors to the key cost measure of net instructional cost, the cost that best reflects the actual operating expenditures for the instructional function of a

community college. The statewide average net instructional cost for the 10 years analyzed in the study increased only slightly when controlled for inflation (see Figure 1). This indicated that colleges are very conscious of costs and were controlling most instructional costs effectively.

Some cost areas reflected increases during the ten-year period reviewed. Among these costs were learning resources costs, building repair costs, academic administration and planning costs, general administration costs, general institutional costs, and public service costs. Figure 2 presents the trend in general institutional cost. This cost area was the subject of a subsequent special analysis. Increasing trends in these cost areas are attributable to such factors as rising insurance costs, expanded reporting and record-keeping requirements, development of new programs and services, and expanded community service efforts.

Community College Peer Group Analysis. Another type of analysis developed by ICCB staff primarily for use by individual institutions is community college peer group comparisons. The peer analysis groups districts together for comparison according to headcount enrollment, location downstate or in the metropolitan Chicago area, and by population of communities located in the district. Comparable equalized assessed valuations generally result as well when using the aforementioned criteria. Using these criteria, seven distinct peer groups have been identified.

Initial peer group analysis has compared various unit cost information for peer districts. Specific unit cost information compared includes components of net instructional unit cost such as direct salary, department, and equipment costs; operation and maintenance costs; and building rental costs. Additional cost comparisons include areas such as academic administration and planning, learning resources, student services, data processing, and general institutional costs.

Another element of the peer analysis compares expenditure data extracted from district annual audit reports. Comparisons of audited expenditures include expenditures by function (e.g., instruction, academic support, public service, and general administration), as well as expenditures by object (e.g., salaries, employee benefits, contractual services, general materials, travel, and fixed charges).

Currently, the peer analysis is used by individual districts for comparison of costs with their peer institutions, the average of their peer institutions, and the state average. Modification of the peer analysis to provide meaningful statewide information is being considered. Expanding the comparison data to include various revenue items also is under consideration. Statewide analysis of community college cost and revenue data will be facilitated over the next few years as the system pursues development of a standardized statewide accounting system.

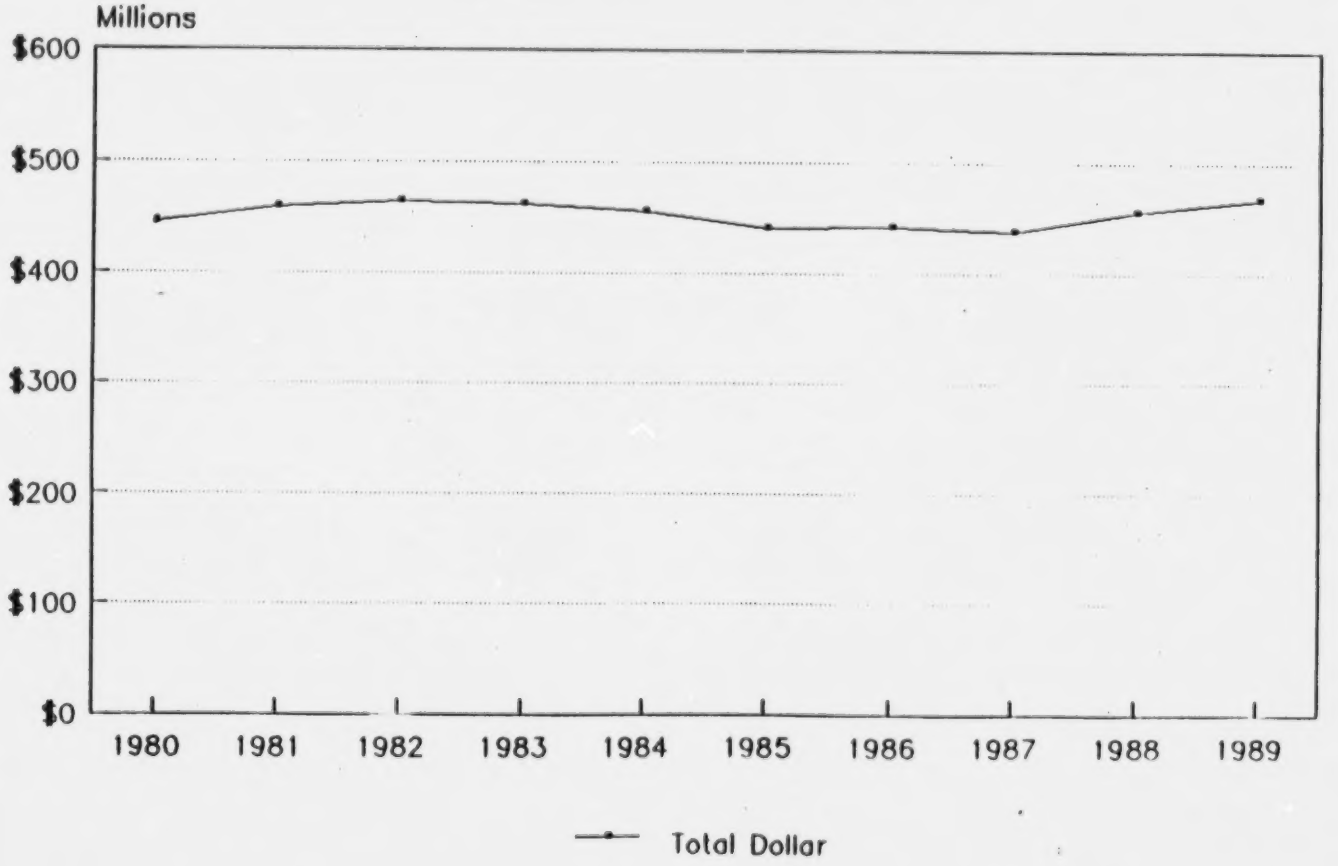
State-Level Accountability and Productivity Initiatives

In addition to the analyses discussed above, several state-level accountability and productivity initiatives have been implemented. Included in these are reviews of state-level processes and procedures, evaluation of the program approval process, passage of new accountability

FIGURE 1

Net Instructional Costs

Adjusted for Inflation

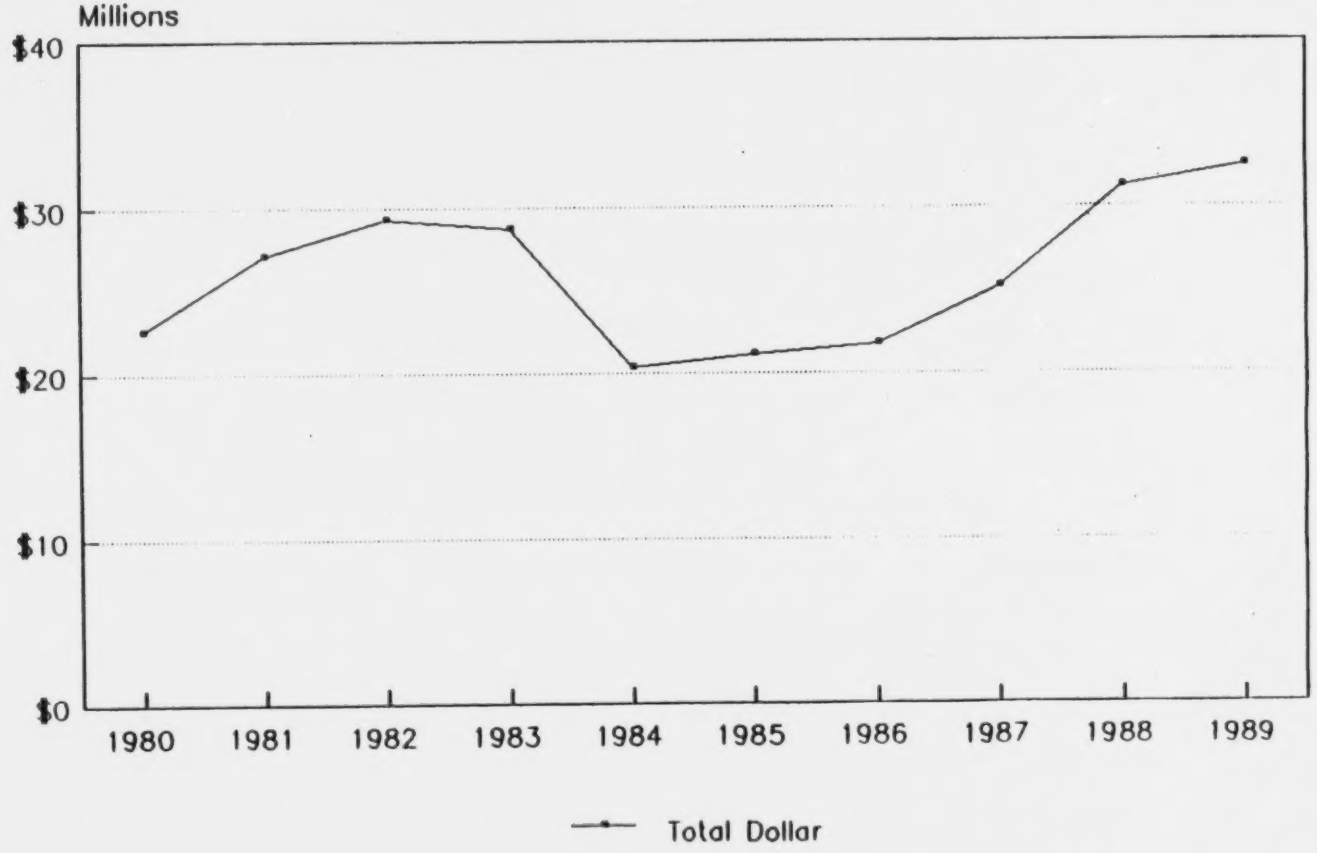


1983 Dollars

FIGURE .2

General Institution Costs

Adjusted for Inflation



1983 Dollars

22

23

legislation, sponsorship of statewide conferences on accountability and teaching/learning, adoption of a joint IBHE/ICCB articulation action plan, recognition of colleges for their cost-effectiveness, workforce preparation, and teaching/learning efforts, implementation of a statewide guarantee program, establishment of Centers of Excellence in Adult Education, development of a statewide telecommunications network, and revision of the recognition process. These initiatives are discussed briefly below.

Review of State-Level Processes and Procedures. Illinois Community College Board staff have undertaken an extensive review of the Board's processes and procedures, and staff restructuring is being implemented to more effectively address the Board's goals and objectives. In addition to restructuring, staff have identified improvements that will have an impact on both the colleges' and staff's productivity. In some instances, these changes will necessitate rules or statute revisions and/or working with other agencies. Proposed rules revisions will be brought to the Board for its consideration in the near future, and work with other agencies is in progress.

Proposed measures for implementation. The following 14 productivity measures have been identified for implementation pending input from the system since 10 of the measures directly affect the colleges.

1. RAMP should be revised or eliminated. This will necessitate working with IBHE staff. In the meantime, for this year's RAMP submissions, the office staff review processes have been revised to more effectively process the documents.

2. Spring quarter and summer enrollment surveys should be eliminated. This will require a rules revision as well as input from the system.

3. The annual interdistrict cooperative agreement survey should be eliminated and conducted only on an as-needed basis. This will require a rules change. An inventory of cooperative agreements will be developed and updated as new agreements are approved under the requirements of the new legislation on cooperative agreements.

4. The out-of-state extension enrollment report should be eliminated. This will require a rules revision.

5. The separate submission of the certificate of chargeback has been eliminated and now is included as part of the colleges' audits. This report should be removed from the data due listing and a rule revisions will be needed.

6. The fall public service survey should be eliminated and replaced by a revised annual survey that includes only noncredit course enrollment. This will require a rules change.

7. Course and curriculum master file printout mailings to colleges should be eliminated and replaced with computerized transmittals.

8. Noncredit (1.3) courses should be removed from the course master file. This would not affect space utilization studies.

9. The fall enrollment trend report should be eliminated and replaced with an annual enrollment and graduation report.

10. Construction status reports from the colleges should be reduced to one a year. Rules will need to be revised.

11. President mailings should be reduced to once a month. This was piloted during the summer months. Input from the system is being obtained in September to determine the feasibility of continuing on a permanent basis.

12. The library should be reduced to essential documents. This has been accomplished.

13. The course classification process should be streamlined and restructured.

14. The process for editing and reviewing documents should be formalized. Computerized grammar checking software should be obtained.

Proposed measures requiring further examination. The following nine measures are under further examination to determine their feasibility.

1. A complete review of all reporting requirements will be undertaken resulting in elimination and/or consolidation of reports such as faculty/staff (P1) and salary survey data or special populations and underrepresented groups reports.

2. Due dates for all data and report submissions will be reviewed to determine whether any of these can be changed in order to spread them out over the year to reduce reporting burdens on colleges and office staff.

3. The need for staff course and curricula master file printouts will be examined. All staff will have computer access to them in the former printout format.

4. The current number of required copies of college audits will be examined to determine if they can be reduced.

5. All internal forms will be examined to determine if there is a more efficient process.

6. The number and frequency of computer printout mailings will be examined to determine if they can be reduced.

7. The curriculum approval process will be reviewed to determine if it can be streamlined.

8. Restricted grant reports will be reviewed and recommendations made on changes needed on required reports from the colleges and on staff reports to the Board.

9. The program review process will be examined in light of the IBHE productivity initiative and the ICCB accountability initiative to eliminate the burden for both the colleges and the office staff.

Program Approval Process. Illinois Community College Board staff carefully analyze all proposed new units of instruction submitted by the community colleges based on the criteria of labor market need, quality, and cost. Programs that meet these criteria are recommended for ICCB approval. A substantial proportion of the proposed new programs are curtailed because the criteria have not been met. Appendix C provides an analysis of the programs submitted for approval between January 1, 1990 and March 15, 1992, along with an explanation of the approval process. During this period, 28 percent of the proposed programs did not culminate in an application following submission of the initial "Notice of Intent." For those 117 programs for which the ICCB received formal applications, 28 percent had not been recommended for approval by the Board as of March 1992. Staff will continue to scrutinize rigorously applications for new programs based on the criteria of labor market need, quality, and cost. Staff also will link the program approval process more directly with program discontinuation and program review to enhance the vibrancy, adaptability, and responsiveness of community college programming.

Accountability Legislation. On September 4, 1992, Governor Edgar signed into law P.A. 87-1023. This legislation is designed as an accountability measure and includes in its provisions several additions to the current powers and duties of the Illinois Community College Board. The changes allow the Board to:

* Discontinue programs which fail to reflect the educational needs of the area being served.

* Approve or disapprove cooperative agreements between community colleges and other educational institutions.

* Establish uniform financial accounting and reporting standards and principles by July 1, 1997.

Moreover, to reduce administrative costs for community colleges, the legislation gives the colleges more latitude in their contract bidding processes. The new law, coupled with educational guarantees and other steps being taken within the system, will help assure students, the General Assembly, and the taxpaying public that the community college system is providing greater accountability and cost effectiveness.

Accountability Conference. In November, the Board will sponsor a statewide leadership conference on accountability. The conference is designed to provide practical assistance to educational leaders who must respond to ever-increasing demands for accountability. The sessions will feature discussion on ICCB accountability measures, IBHE productivity initiatives, North Central Association assessment requirements, Perkins performance measures, Student

Right-to-Know requirements, educational guarantees, strategic plan development for the system, the current status of accountability activities nationwide, and utilizing program review and assessment techniques to enhance accountability and productivity.

Articulation. The ICCB has identified articulation as a priority goal because reliable articulation improves the quality of community college programs and is cost effective to the students, the colleges, and the state. Articulation ensures that programs and courses offered at community colleges are of comparable quality and content to lower-division programs and courses at universities. Having programs and courses well articulated is cost effective for the students because they do not have to retake classes at the university that they successfully completed at the community college and they can complete more courses at a community college where tuition is lower.

Achieving statewide consensus on lower-division courses that would meet general education requirements and major field requirements would not only enhance the quality of instructional offerings at community colleges but it would also be cost effective. By having a list of well articulated courses, colleges could ensure that these courses are offered and the offering of courses that are not well articulated could be eliminated. These actions would improve quality and productivity.

Hence, while work on articulation activities requires considerable staff resources, these efforts have tremendous potential for productivity improvements for institutions as well as students.

Awards Programs. In fiscal year 1992, the Illinois Community College Board implemented two awards to recognize quality and innovation in community college programs. In January, the Board presented Workforce Preparation Awards to Black Hawk College, Danville Area College, and William Rainey Harper College in recognition of exemplary programs which train the workforce of the future. In March, the Board recognized three colleges which had exhibited a commitment to quality programs by developing exemplary teaching and learning processes. The award recipients were Illinois Central College, Oakton Community College, and Waubonsee Community College.

Also during the past year, the Illinois Community College Board introduced a cost reduction incentive awards program for Illinois community colleges. These awards were presented to the College of DuPage, Joliet Junior College, Moraine Valley Community College, and Richland Community College in May. The scope of the awards have been broadened to include not only cost reduction but the quality enhancement aspects of accountability. Through the awards program, the Board recognizes the colleges for their exemplary efforts in productivity and accountability.

Educational Guarantees. The Illinois community college system has established itself as a national leader by initiating a statewide, comprehensive educational guarantees program. Community college faculty and staff want to spread the word that they offer quality educational

programs by standing behind their graduates. In March 1992, as proof of its commitment to students, employers, and the citizens of this state, the Illinois Community College Board adopted a "Plan for the Implementation of Educational Guarantees." The plan calls for a two-year development and pilot-testing period followed by a one-year activation stage during which educational guarantees will be implemented statewide. Caveats that accompany the program will be worked out during the development and testing phase. The intent is to minimize restrictions while making the program educationally sound and functional.

The colleges support the educational guarantees program. As of the beginning of September 1992, 34 of the 40 community college districts volunteered to participate in the pilot-testing phase. Moreover, four colleges recently adopted educational guarantees programs at the local level. Elgin, Oakton, Prairie State, and Waubonsee guarantee results from their occupational graduates and the transfer of baccalaureate/transfer courses. Additionally, Spoon River and John Wood guarantee the transfer of baccalaureate courses. With the implementation of the guarantees program, Illinois community colleges ensure that they are accountable for the programs they provide.

Teaching/Learning Excellence. Another initiative of the ICCB is to focus additional attention on teaching/learning excellence among community colleges. A strong teaching/learning process has always been a hallmark of community colleges. Quality teaching/learning requires that this area receive the high priority it deserves and the necessary resources to support the instructional process. To accomplish this objective, the ICCB has initiated the teaching/learning awards program which recognizes outstanding college projects designed to enhance the quality of the educational process. In addition, the ICCB is cosponsoring a teaching/learning excellence conference and publishing a monograph of exemplary teaching/learning initiatives within the community college system. These efforts are designed to highlight the high quality teaching and learning that currently takes place in Illinois community colleges and direct additional emphasis and resources to undergraduate instruction. A focused professional development process is instrumental to further enhancing the teaching and learning process.

Centers of Excellence in Adult Education. The Illinois Community College Board is establishing three Centers of Excellence in Adult Education which will serve as exemplary, model demonstration programs for the delivery of adult basic and adult secondary education. This $300,000 initiative in a very tight budget year shows the high priority of the Board to address the basic skill needs of adults and their preparation for entry and advancement in Illinois' workforce. The Centers are designed to achieve the following:

- promote new directions for moving adult education into excellence and prominence in the community college system, State of Illinois, and the nation;
- demonstrate the effective use of technology including computer-assisted instruction;
- provide a seamless educational opportunity for students beginning with the literacy level and continuing on to baccalaureate/transfer and/or career preparation for the workforce;

- maximize effective integration of programs and services at the college and effective coordination with community services; and

- demonstrate the effective use of innovative teaching/learning methods, assessment, curricula, accountability measures, partnerships with other providers, and other subject areas of interest.

Telecommunications. During the past year, the ICCB appointed an ad hoc task force to examine the feasibility of establishing a statewide telecommunications network. The task force's work was completed in June with the recommendation that a statewide network be developed. The network will enable courses and programs to be offered across the state in locations where they would not otherwise be available. By sharing resources, the colleges can increase their productivity by providing educational opportunities in the most cost-effective manner possible. They will be in an even stronger position to enhance educational outreach in underserved areas of the state.

Recognition process. A year ago, the ICCB revised its recognition process in order to be more effective and efficient. The recognition visit cycle was changed from three years to five years with intervening financial audits every two and one half years. The exit conference with the colleges was expanded to increase discussion with college staff on issues related to the recognition standards.

Summary and Conclusions

This report has summarized accountability and productivity in the Illinois community college system, including a summary of the 50 colleges' productivity improvement reports, a summary of systemwide analyses conducted by ICCB staff, and state-level accountability and productivity improvement initiatives. The community college system offers high quality education in an extremely cost-effective manner. Basic revenues for community colleges come from state and local taxes as well as student tuition and fees. Because community colleges rely on local support, their accountability to local constituents has been long standing. By their very nature, they must be responsive to the needs of their communities. In order to do this, they are dynamic, innovative institutions that continuously reallocate resources to meet the priorities of their current and potential students, local business and industry, and district citizens in general.

Examples of community college productivity improvements taken within a short time period are provided in Appendix A. The colleges were unable to place an exact dollar figure on many of the productivity initiatives. In those cases where dollar figures are reported, they represent a combination of savings, estimated cost benefits, revenues generated, and reallocations. Within the instructional area alone, over 300 separate initiatives were reported by the colleges amounting to $4.9 million in annual reallocations, and enhanced revenue generation. While approximately one-third of the dollars were realized through eliminations, the bulk came from restructuring and consolidations.

Within the public service arena, colleges reported approximately 100 productivity measures resulting in over $3.4 million in annual reallocations, cost benefits, and revenue enhancements. Public service is essential to community colleges since much of the institutions' support comes from the communities they serve. Most community colleges operate their public service components on a self-supporting basis and/or rely on external grants to fund the operation. Those that do not are moving in this direction. Efficiencies are accomplished by reciprocal arrangements with other public service organizations within the communities.

The colleges reported over 260 productivity measures aimed at improving the overall academic functioning of their institutions. With only one-half of these measures having dollar figures provided, the colleges estimated annual resources of over $14.3 million. Quality teaching and commitment to students are community college trademarks. Through improvements in assessment and counseling, colleges anticipate increased savings over the next five years. The use of telecommunications technology, while requiring an initial investment, will reap benefits for the students and for the colleges in terms of cost effectiveness. The colleges monitor carefully their course offerings to ensure that they not only meet the needs of the students but also are offered as economically as possible. Several colleges reported increasing their minimum class sizes to maximize efficiency.

Over 200 programs are offered through cooperative agreements with other community colleges, thus assuring that educational opportunities are available to students although a specific program may not be offered by a given community college. The implementation of additional regional consortia will increase these opportunities for students even beyond what currently exists. The colleges must strike an appropriate balance between providing district residents access to programs and containing costs. Providing programs through telecommunications technology and/or cooperative agreements are often a part of the solution.

While budgetary constraints will be limiting factors in delivery of instruction and have necessitated a variety of cost-reduction measures noted above, these fiscal constraints do not absolve the community college system of its obligation to maintain the vitality of its curriculum. On the contrary, the community college system must continue to be an effective provider of workforce preparation and undergraduate education to respond to our current and future needs for a well-trained workforce. This requires continued rigorous attention to articulation of baccalaureate/transfer programs as well as renewal of occupational programming through developing new programs, while phasing out existing programs in accordance with college priorities, program review findings, and productivity analysis. This is in keeping with the IBHE's "Guidelines for Productivity Improvements in Illinois Higher Education," which indicates that:

> "Productivity improvements at all levels in Illinois higher education are achieved by eliminating low quality and low priority programs and activities in order to redirect resources to higher priorities. High priorities for Illinois higher education include...sustaining important programmatic initiatives such as improvements in undergraduate education, workforce preparation, and minority student achievement."

Colleges are well aware of the need to monitor administrative costs as there are indications these costs may be rising. As pointed out in the ICCB's cost-effectiveness study, several factors influence administrative costs. In their reports, the colleges identified over 300 productivity improvement measures in the administrative area. Approximately $16.5 million in annual reallocations were estimated by the colleges as a result of these measures. These productivity improvements come in four major areas: restructuring, technology improvements, energy and utilities conservation, and insurance costs.

It is obvious from the colleges' actions and from the systemwide analyses of cost effectiveness that the community college system in Illinois continues to operate in a productive, cost efficient and accountable manner while meeting the needs of their local areas by providing low-cost, high-quality education. Though the colleges are proud of their productivity enhancing accomplishments, they continue striving to make further improvements. The state analysis of low enrollment programs indicates that there are areas where additional productivity improvements may be possible. The information from this analysis will be provided to the individual colleges for their use in program review and regional consortia needs assessment. The colleges must continue to reallocate resources from low priority programs when establishing new programs to meet the needs of workforce. Likewise, although the colleges have made productivity improvements in administration, increased monitoring of the administrative area should continue. The ICCB also will continue its analysis of administrative costs during the coming year.

At the state level, several initiatives have been implemented to help ensure that the community college system remains productive and accountable. The Illinois Community College Board has identified measures to increase productivity and accountability through changes in its processes and reporting requirements. It will continue to review these areas to ensure that unnecessary burdens are eliminated without sacrificing accountability and quality. Accountability, quality, and productivity in the system will be greatly improved with the enactment of P.A. 87-1023; the implementation of a statewide educational guarantees program; a program approval process that rigorously scrutinizes the need, quality, and cost of each newly proposed program; the adoption of an articulation action plan; the establishment of Centers of Excellence in Adult Education; the sharing of resources and expertise across the state through leadership conferences, recognition of colleges' efforts in cost-effectiveness and accountability, the encouragement of cooperative and regional arrangements, and the establishment of a telecommunications network.

The Illinois Community College Board, realizing the central importance of productivity and accountability, has established its goals and objectives with these factors as dominant themes, and the community college system is dedicated to these principles. The bottom line is that community college curricula and services must continue to be vital and responsive to community and state needs, through continuous efforts to add, consolidate, eliminate, and/or improve programs and services. The status quo has never been a viable option in the community college systems' never-ending endeavor to offer quality programs as needed in an ever-changing economy. Particularly in these tough economic times, a progressive and proactive community college system is critical to helping Illinois' businesses remain competitive, providing Illinois' citizens with skills for meaningful employment, and serving as an impetus to economic revitalization in Illinois.

Appendix A

PRODUCTIVITY IMPROVEMENT TABLES

Illinois Community College Board

Table A-1

INSTRUCTIONAL
PRODUCTIVITY IMPROVEMENTS THROUGH ELIMINATIONS
IN PUBLIC COMMUNITY COLLEGES

District	Instructional Initiative Description
Belleville	Eliminated administrative overhead--Director of Agriculture Programs (1989). Eliminated 108 courses between 1988 and 1992. Eliminated secretarial position--Office of Instruction
Black Hawk	Eliminated the Dental Assisting Program.
CCC-City-Wide	In the process of Eliminating Chicago City-Wide College.
CCC-Daley	Eliminating the Transportation program.
CCC-Kennedy-King	Eliminated the Recreational Leadership program.
CCC-Malcolm X	Eliminated 1 Secretarial Science course.
CCC-Olive-Harvey	Real Estate Technology was made inactive.
CCC-Truman	Eliminated the lowest level English-as-a-Second Language courses and made more use of ALSP adult education courses. Eliminated 3 Physical Education courses. Replaced a senior administrator with a new person.
CCC-Washington	Elimination of the Academic Skills program. The ASE program will be used more extensively.
CCC-Wilbur-Wright	Eliminating the Mechanical Technology program.
Danville	Eliminated 3 faculty positions through attrition: Math faculty position. Office Systems faculty position. Automotive Mechanics faculty position. Eliminated Fire Science program.

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District	Instructional Initiative Description
Elgin	Eliminated Juvenile Corrections program. One position reassigned to new Substance Abuse/Prevention program. Eliminated 1 Dental Assisting position.
Harper	Eliminated Recreational program--staff reassigned to higher priority programs.
Highland	Eliminated 2 Certificate programs: Banking & Finance Insurance Eliminated summer Cosmetology courses. Eliminated overload pay for telecourse instructors. Eliminated 1 full-time Cosmetology position. Adjunct faculty are used when needed.
Illinois Central	Eliminated 3 degree or certificate programs: Secretarial Occupations internship Clerical Office Occupations internship Fire Science certificate
IL-Lincoln Trail	Eliminated 2 certificates: Habilitation Aide Training Water Purification Inactive status assigned to 8 programs: Data Processing-Programming degree. Data Processing-Programming certificate. Food Service Technology degree. Cosmetology certificate. Petroleum Drilling Technology degree. Petroleum Drilling Technology certificate. Petroleum Clerical degree. Petroleum Secretarial degree.
Kankakee	Eliminated one position as an Agriculture instructor - assumed the duties of Business & Industry Training Director.
Kaskaskia	Eliminated the Auto Body Repair program. Entered a cooperative agreement with a neighboring college. Eliminated selected baccalaureate/transfer courses - 2 literature and 1 math course.
Kishwaukee	Eliminated 2 occupational programs. Horticulture Data Processing

District	Instructional Initiative Description
Kishwaukee (Cont.)	Eliminated one coaching position.
Lake Land	Eliminated 2 programs. Dental Assisting certificate. Music degree 24 selected classes were eliminated.
Lewis & Clark	Eliminated 1 Labor Studies program. Eliminated 1 Interpreter Training program.
Lincoln Land	Eliminated Dental Assisting certificate. Eliminated Landscape Horticulture degree and certificate. Eliminated 1 librarian.
McHenry	Eliminated or consolidated 3 programs. Agricultural Business, Industrial Management, and Industrial Supervision.
Moraine Valley	Eliminated the Metallurgical Technology program. Added a Corrosion Technology program.
Morton	Eliminated 2 faculty positions: Automotive Technology Data Processing. Moving to eliminate 2 programs: Electronics Technology. Welding
Parkland	Combined Agri-Production, Agri-Marketing, and Agri-Supply into Agri-Business Management program. Inactivayed Avionic Technology program Reallocated 2 Electronics faculty positions to other instructional areas. Inactivated Farm Power and Equipment Technology Eliminated 5 faculty positions through attrition. Inactivated Mechanical Technology AAS and Machine Tool Certificate. Inactivated Microelectronics Fabrication Technology Revised Micro Precision Technology program and combined courses with new Manufacturing Technology program. Eliminated Recreation AReas and Facilities Specialist and Recreation Leadership programs. Eliminated Jewelry Store Management program. Eliminated Therapeutic Recreation program.

District	Instructional Initiative Description
Parkland (Continued)	Eliminated Clock Repair program. Eliminated Cosmetology certificate.
Prairie State	Eliminated 6 programs: Architectural Drafting Physical Education Labor Studies Dental Assisting certificate Afro-American Studies degree - retained the courses Machine Repair (in process) Eliminated 2 positions: Welding Student Services.
Richland	Eliminated Building Construction degree. Eliminated evening supervisor position.
Rock Valley	Eliminated a Business position.
Sandburg	7 programs were assigned inactive status: Aviation Technology Agricultural Mechanics Agricultural Engines Agricultural Field Equipment/Hydraulics Diesel Injection Industrial Electrical Maintenance Industrial Mechanical Maintenance
Sauk Valley	Eliminated 2 degrees: Automotive Technology. Diesel Technology. Eliminated 2 certificates: Automotive Technology. Diesel Technology.
Shawnee	Low enrollment programs were assigned inactive status.
South Suburban	Eliminated 4 programs: Mechanical Technology Metallurgy Surveying Electrical Servicing

District	Instructional Initiative Description
South Suburban (Continued)	2 programs were assigned inactive status: Correspondence Specialist Office Automation Microcomputers
Southeastern	In the process of eliminating 10 courses.
Spoon River	Eliminated 2 programs: Maufacturing Engineering Technology (FY 1987) Welding certificate (FY 1989)
State Community	Eliminated 2 programs: Sheet Metal program. Electronic Radio/TV certificate.
Triton	Eliminated Laser Electro-Optics program. Planning to consolidate at least 8 programs: Apprenticeship program Computer Aided Manufacturing program. Computer System Maintenance program. Electronic Engineering program. Electronic Servicing program. Quality Control program. Automated Systems/Robotics program. Welding program.
Waubonsee	Eliminated one faculty position in Auto Technology.

SOURCE OF DATA: Community College Productivity Reports

Illinois Community College Board

Table A-2

INSTRUCTIONAL
PRODUCTIVITY IMPROVEMENTS THROUGH REDESIGN
IN PUBLIC COMMUNITY COLLEGES

District	Instructional Initiative Description
Belleville	Reorganized Office of Instruction (1990). Reduced amount of time deans spend on administration --teaching requirements now part of their contracts (1990). Relocated Telecommunications Office (1989). Began 1 program and 1 center. Hospitality/Food Service Management Program (1991). Physical Fitness Center (1991).
Black Hawk	Redesigned 5 Programs: Physical Therapy, LPN, Library Assisting, Legal Assisting, and ESL. Departmental consolidation -- Accounting Program. Remodeled classroom space. Revised Curriculum Review Process--New Benchmarks established. Consolidated campus curriculum--common curriculum catalogs, and standards have been implemented. On-campus location of Western Illinois University's Rock Island Undergraduate Center. Improved articulation with WIU -- focus on minority students.
CCC-Kennedy-King	Started 3 new courses in Graphics Arts: Page Layout, Illustration & Drawing, Electronic Color Publishing II. Consolidated Social Services degree program. Established an internship program in Broadcasting. Increased district use of Communication Technology program.
CCC-Malcolm X	Improved communications among tutors and faculty. 3 Allied Health programs are targeted for improvement: Medical Laboratory Technology, Radiography, Renal Technology.
CCC-Olive-Harvey	Added an orientation course introducing student to the college. Intended to ease the transition into higher education. Strengthened 3 programs: Computer Electronics, Criminal Justice and Respiratory Therapy.
CCC-Truman	Consolidated the Secretarial program.

District	Instructional Initiative Description
CCC-Wilbur-Wright	Consolidated transfer degree programs. Adult Continuing Education courses are no longer offered unless they pay for themselves.
Danville	Entered a more cost-effective agreement with a different college for the Associate Degree Nursing program. Merged Technology and Information Systems divisions. Replaced instructional line in a low enrollment program with high enrollment program (Manufacturing Technology). Acquired a faculty member in Computer Aided Design. Added additional advisement reponsibility to the LPN Program Coordinator's duties & increased appointment from 43 to 52 weeks. Partially funded a sabbatical through external funds.
DuPage	Started testing schedule for entry math/English students. Established a Math Assistance Center and Teaching Center. Consolidated computer aided design labs. Reduced Chemistry costs by using computers for instruction. Added computerized program prerequisite check to registration process to assure that students only sign up for classes for which they are eligible. Implemented Retention Committee suggestions. Increasingly using part-time faculty when appropriate. Facilitated advisement by providing computers to all counselors. Increased faculty access to VCRs and televisions. Established a college calendar committee to determine if the quarter system still meets local needs best.
Elgin	Reconfigured teaching assignments in Foreign Languages, Computer Information Systems and English. Did not fill Heating and Air Conditioning vacancy created by departure. Created Biology position based on demand. Reduced Electronics faculty by 1 position and assigned 1 new line to Computer Information Science. Created 6 new programs in local high demand areas: Paralegal, Surgical Technology, Pilot Training, Medical Laboratory Technology, Nanny Training and Criminal Justice. Fully integrated program review and institutional planning and budgeting. Chargeback revenues are reported. Providing classes for 1 private school - Judson College. Involved with the Tech-Prep initiative. Facilities upgrades & equipment upgrades in technical areas.

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District	Instructional Initiative Description
Elgin (Continued)	Acquired a truck driving simulator to limit on-road time. Program retention, graduates' ability to locate employment and transfer are described. Unit cost data are provided.
Harper	Restructured 4 programs: Park Management and Horticulture Interior Design Food Service Management Health Services (to comply with updated OSHA standards). Added courses in 3 areas to strengthen programs. Orientation course to promote new student success. On-site courses in Chemistry and Biology. Courses in the Tech-Prep Program.
Heartland	Added transfer and high demand occupational programs. Entered a partnership with software vendor to develop a cutomized MIS microcomputer software package. Accountability is an important part of the organization's philosophy.
Highland	Redesigned the Welding Certificate. Reduced Office Technology lab hours. Made efficiency gains in the delivery of services to Technical & ABE/ASE students.
Illinois Central	Continuation rates between semesters increased to 60 percent in the most recent data. Occupational Follow-up and Transfer Follow-up survey results are positive.
Illinois Eastern Olney Central	Replaced dean of college with a dean of instruction. See the Administrative Initiative Table.
Illinois Valley	Implemented a rigorous part-time faculty evaluation process A merit award system pays extra stipends to outstanding part-time faculty. Unit Cost Data was cited indicating: 29th lowest net instructional cost 33rd lowest administrative unit cost 37th lowest total tax rate 33rd lowest tuition
Joliet	Data are provided indicating that: Credit hour production has increased since 1990

District	Instructional Initiative Description
Joliet (Continued)	Program completions have increased Occupational graduates have found employment in the 80 to 90 percent range
Kankakee	Reduced the amount of time 1 adult education administrator spends on these duties. Partial reassignment to teaching. Remedial program courses are being consolidated. Part-time faculty now included in professional development programs. Additional tutoring is being offered. Electronic typewriter lab has been converted to a microcomputer lab.
Kaskaskia	Enhanced the general education component in Administration of Justice Programs. 2 degrees will be consolidated in Office Technology. Revised the Industrial Maintenance Certificate.
Kishwaukee	Increased class size and staff load.
Lake County	A new special topics course in business is being offered. Business coursework is being offered in 1 hour courses. A range of foreign languages are offered simultaneously by a single instructor. Additional English as a Second Language course sections are offered in response to increased demand. Three areas are being reviewed for possible elimination.
Lake Land	Acquired John Deere Regional Training Center status. High demand programs have been added in Physical Therapist Assisting, Microcomputer Applications, Human Services. Retail Management degree was restructured. Results from the Occupational Follow-up Study were cited.
Lewis & Clark	Revised the Automotive Technology program. Reorganized the Desktop Publishing/Communications program.
Lincoln Land	Reconfigured Secretarial and Office Occupations programs. Modified 4 programs: Agri-business, Management, Automotive Technology, and Electronics Technology. Reassigned 1 qualified P.E. faculty into a math position. Increased emphasis on providing rapid response programs for worker retraining. Strengthen student success and retention efforts. Move towards a continuous improvement/TQM operation.

District	Instructional Initiative Description
Logan	Reexamining low enrollment programs. More uniform and stringent requirements for faculty release time. Efforts to internationalize the curriculum are ongoing.
Moraine Valley	Redesigned 3 curricula: Industrial Supervision Transportation Management Industrial Engineering Large class handouts are now sold through the bookstore. Received a donation of Human Anatomy lab equipment. Purchased cat anatomy storage bins at a reduced cost.
Oakton	Consolidated Medical Record Technology and Medical Transcriptionists degrees and certificates. Redesigned 6 programs: Machine Technology, Mechanical Design, Materials Management, Electronics, Facilities Operation, and Engineering. Increased reliance on volunteers in literacy and English as a Second Language programs.
Parkland	Course offerings in catalog specify terms they will be offered. Planned and coordinated continuing education offerings for skills upgrade of technical graduates and practitioners. Reorganized Academic Administration Office and eliminated one full-time administative position. Created ne Hospitality Industry program option using existing instructors and course work from Food Service Management program. Consolidated Materials Management and Transportation/ Physical Distribution programs. Improved articulation with all state universities. Developed twelve 2+2 agreements with 5 selected state universities for occupational education graduates.
Prairie State	Reexamined and redefined the general education component of baccalaureate-transfer programs. Revised courses in 2 programs: Air Conditioning Industrial Electricity

District	Instructional Initiative Description
Richland	Created an Associate Degree Nursing program. Two local hospitals underwrote program start-up costs. Redesigned Secretarial Science into an Office Technology degree. Redesigned the Data Processing program.
Rock Valley	Created a Manufacturing Educational Center in cooperation with local employers who will provide facilities. Increased use of part-time faculty.
Sandburg	Off-campus site offers a Radiologic Technology certificate. 2 new programs in high demand fields have begun. Medical Secretary and Legal Secretary
Shawnee	Reduced ABE costs by using computer assisted testing.
South Suburban	Consolidated the Electronics Engineering Technology program. Restructured Data Processing specialties. Redesigned selected Math and Biology course offerings.
Southeastern	Studying the use of telecommunications for instruction. Student recruitment efforts are being increased. Seeking grant monies to purchase state-of-the-art equipment.
Spoon River	Revised the Automotive curriculum. Reduced overload payments to faculty. Served more students with the same number of professors.
State Community	Computer-assisted instruction writing lab opened. Enrollment and retention patterns are being studied. College internal control mechanisms are being strengthened. Computer assisted instruction implemented in ASE programs. Educational/public service cable TV operation.
Triton	Developed a Learning Assessment System for general education objectives. Revised business curriculum aimed at increasing enrollment.
Waubonsee	Strengthened transfer program. Substantially increased enrollments in 3 programs: Chemistry enrollments up 123% from FY87 to FY92. Computer Aided Mechanical Design enrollments up 89% from FY87 to FY92. Nursing enrollments up 49% from FY87 to FY92.

District	Instructional Initiative Description
Wood	Initiating 3 new programs: Began an Associate Degree Nursing program. Developing a Swine Finishing program. Developing a Natural Science program. Strengthen instructional program policies. Implemented an instructional assessment outcomes model. Began an instructional innovation program. Continue shifting from contractual programs to college providing the instruction. Strengthened the library. Add a general education required lifelong wellness/fitness course. Strengthen faculty policies. Strengthen faculty evaluation and tenure systems. Established a textbook buyback program.

SOURCE OF DATA: Community College Productivity Reports

Illinois Community College Board

Table A-3

PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS
IN PUBLIC COMMUNITY COLLEGES

District	Public Service Initiative Description
Belleville	Expansion of enrollment capacity at Scott Air Force Base Childrens' program offered during "lull" period Additional extension center sites through cooperative arrangements Expanded services thru coop agreements with local libraries
Black Hawk	External funding of Entrepreneur Project Reinvestment proposal provided training and staff development People's Law School provided by College/Bar Assoc Mental Health forums provided by College/Mental Health Assoc. Mothers/siblings of CFK enrolling in college classes Shared facilities achieving better utilization
Chicago-Central Office	Increased linkages with Community Based Organizations Initiative to bridge to transfer credit programs
CCC-Daley	Development of afternoon ALSP program increased revenue Cross-assignment of job responsibilities
CCC-Kennedy-King	Increased Mathematic and Science Institute's offerings Increased offering of academic courses through ALSP
CCC-Malcolm X	Expanded Precollege Institute Program and tutor training Plans to increase customized training by 20% Plans to meet community needs of survey respondents
CCC-Olive Harvey	Developed new tracking system for Probation Program New grant to strengthen SBDC increased revenue
CCC-Wright	New external funding Senior Institute classes offered on a break-even basis
Danville	New non-credit cost policy Small Business Owner teaching fee waivers New satellite system SBDC efficiencies
DuPage	Unit cost per client counseled decreased $25 over 5 years Unit cost per job created decreased $250 Contract dollars per grant dollar increased $135

District	Public Service Initiative Description
Elgin	Offering of non-credit courses at business site Closing of center in Carpentersville Corporate development-revenue generation Community Fine Arts program-supports college Music department Facilitiy usage-Child Center Facilitiy usage-I Have A Dream-future students
Harper	Consolidation/restructuring of public service units More effective use of facilities increased revenue
Highland	Consolidation of off-campus centers Elimination of selected credit-free courses Educational partnerships with private sector employers Articulation with district high schools and voc delivery systems
Illinois Central	Professional Development Institute became self-sufficient
Illinois Eastern Lincoln Trail	Increased public service activities enhanced revenue Transfer of college employee to auxiliary funds
Illinois Eastern Olney Central	Non-credit courses monitored term by term
Illinois Valley	Public service self-supporting Additional external funds being sought to expand services
Kankakee	Reassignment of staff Elimination of positions Reduction of written correspondence
Kaskaskia	Increased non-credit offerings increased revenues SIUE-SBDC agreement produced savings/revenue
Kishwaukee	Relocation of off-campus classes Revised fee structure
Lake County	External support Private donations of equipment Consolidation of public service activities
Lake Land	SBDC reorganization CBI staff reduction College foundation New non-credit offerings increased revenue External funding for Adult Ed, Lit, Spec. Need, Public Service Coordination of activities

District	Public Service Initiative Description
Lewis & Clark	Implementation of Comm. Ed. Centers - increased revenue
Logan	Consolidation of public service units
McHenry	Elimination of billing/postage-reallocation Conference Center food service revenue enhancement
Moraine Valley	Downsizing of non-credit, off-campus operations Elimination of Neighborhood program Reduction in non-credit course offerings Consolidation/restructure of BITI
Morton	Consolidation/restructuring of economic development units Consolidation/restructure of BAI/Placement Office
Oakton	Reduction of newsletter issues Use of volunteers Administrative refinements in IBPD
Parkland	Establishment of goal for self support Max. summer fac. use by self-supporting/cooperative ventures Foundation support for Art, Theatre, and Planetarium Charges for civic user of facilities Office equipment contribution from Solo Cup. Child Development Center fund raising. Health Educator funded by Christie Foundation. Scholarship program for underserved citizens. Reduction of general education courses. Expanded business/industry training programs/courses. Initiated Project Choice which supported programming for dislocated workers at Chanute Air Force Base. Developed expanded programs for Life Long Learners. Women's scholarship funds raised. Developed Women's Studies video to be sold through community college satellite network.
Prairie State	Review found programs healthy, vital, and highly productive
Richland	Restructuring of facilities use fees
Rock Valley	Facility inventory room scheduling software system Campus-wide ticket office software system Computerized office functions Increased use of part-time coordinators Consolidation of employment and training grants

District	Public Service Initiative Description
Sandburg	Reduction in General Education courses Self-supporting marketing representatives Increased Continuing Ed. offering on breakeven or profit basis Transfer of non-credit retraining to Vocational Skills courses
Sauk Valley	Review found public service units to be largely self supporting
South Suburban	Co-listing of credit and non-credit offerings Development of Multi-use Conference Center
Southeastern	Part-time faculty salaries at same rate for 17-18 years Non-credit offered after regular college credit starts Administrative overhead low Conducted on cost-recovery basis or grant funded Non-profit reciprocity Estimated cost benefit of public service
Spoon River	Consolidation/restructuring More effective use of facilities - revenue enhancement
State Community	Implementation of new addictions counseling program
Triton	Improved effectiveness of revenue generating areas
Waubonsee	Corporate Development and Training Center

SOURCE OF DATA: Community College Productivity Reports

Illinois Community College Board

Table A-4

OVERALL ACADEMIC FUNCTION
PRODUCTIVITY IMPROVEMENTS THROUGH REDESIGN
IN PUBLIC COMMUNITY COLLEGES

District	Overall Academic Function Initiative Description
Belleville	Reduced tuiton by $5.00/credit hour in mid-afternoon courses to increase attendance (FY 1988). Began offering 7:00 a.m. and more Saturday classes. Offering business and industry courses at leased space at a local steel company. Computerized and decentralized instructor scheduling. Strengthened professional development for part-time faculty. Increased use of part-time faculty. Implemented a voluntary early retirement incentive program (1990). Negotiated a significant reduction in summer teaching pay (1989).
Black Hawk	Created a teaching/learning center (1992). Strengthened instructional computing capacity. Increased afternoon, evening, weekend, intersession and summer enrollments. Strengthened Advisement and Registration. Defined the outcomes of general education. Developed 3 new programs -- Legal Assisting, Library Assisting, Emergency Medical Services. Reorganized Adult Basic Education program. Cooperative arrangement with a local hospital allows shared use of 1 staff member. Reorganized Student Services. Reorganized CITAC program into Business Industry Center. Oriental Consortium was reorganized into the International Student program. Increased outreach and partnerships throughout the district.
Chicago-Central Office	Additional mechanisms for monitoring faculty work loads have been initiated. Maximum class sizes have been increased and monitored more closely. The district has done an extensive review of faculty needs and qualifications.

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District	Overall Academic Function Initiative Description
Chicago-Central Office (Continued)	ALSP off-campus sites are being audited and eliminated where appropriate. The district is studying the transition of students from ABE/ASE courses to college level course work.
CCC-Daley	Summer session closing on Friday, Saturday, Sunday. Eliminate non-essential travel. Initiated an early retirement program. Transfer Center has created better 2 plus 2 arrangements. Strengthening the assessment program. District-wide cancellation of TBA classes/no instructor assigned.
CCC-Kennedy-King	Transferred 15 transfer program faculty to other district colleges. Reduced the number of ALSP sites.
CCC-Malcolm X	2 evening high school program sites will be closed. 26 ALSP sites have been proposed for closing. Eliminated more course sections with low enrollments. Making additional use of cooperative arrangements.
CCC-Olive-Harvey	Increased number of classes enrolling the theoretical maximum. Reorganized academic support function. Developed a new assessment plan. Increased student tracking efforts. Obtained external funding to increase transfers.
CCC-Truman	Eliminated courses from the catalog that have not recently been available. Increased offering through the weekend college. Obtained external funding for academic support. Obtained Perkins II grant funds to strengthen instruction. Strengthened job placement services effort.
CCC-Washington	Raised class sizes in college preparatory programs. Reduced the number of course sections offerred. Increased availability of Academic Support Center services. Eliminated the fall "mini term".
CCC-Wilbur Wright	Policies are in place to maximize course sections offered. Increased course pre-registration. Eliminated non-contractual faculty released time.

District	Overall Academic Function Initiative Description
CCC-Wilbur Wright (Continued)	Strengthened faculty development. Lecturers are used to cover sabbatical leaves. 52 course sections eliminated due to low enrollment.
Danville	Negotiated agreement contains stipulation that a survey instrument identifying areas for quality/ productivity enhancement will be used. Enhanced use of cooperative agreements. Created a faculty/staff development committee. Eliminated small course sections. Increased minimums for a class to be offered.
Elgin	The scope of the educational program is under study. Qualified part-time faculty are used to retain flexability. Academic calendar has been modified with short term courses, added a short semester between spring/fall and increased weekend college offerings. Increased telecommunications use - joined a consortium and received HECA grant funding. Created Center for Individualized Learning. Eliminated minor holidays and expanded spring break resulting in energy savings. Continuing to strengthen professional development programs. Strengthened placement office with a computerized placement system. Standardized general education requirement in FY 1992. Guaranteed transfer project operationalized in Spring 1992. 155 cooperative agreements exist with 9 colleges. Cooperative arrangement with NIU to supervise clinical nursing experiences. Maximizing the number of students in every class section.
Harper	Revised and strengthened the Program Review process. Reorganized and consolidated Technology Management. Created a comprehensive division for Information Systems. Developed an instrusive advisement and counseling program for students having academic problems. Comprehensive proactive drug and alcohol prevention program was developed (FIPSE grant). Expanded a Wellness Program.
Highland	Eliminated small course sections. Increased minimums for a class to be offered.

District	Overall Academic Function Initiative Description
Highland (Continued)	Redesigned the Director of Adult Education and Curriculum Development position and obtained external funding for the position. Consolidated assessment services and the Learning Assistance Center. Consolidated follow-up study services and redesigned the Career, Planning and Placement Center. Policies are in place to assure full utlization of faculty. Strengthened professional development program. Consolidated Counseling Services.
Heartland	Using a non-traditional approach to course scheduling--2 eight-week modules will be in every 16-week semester. Initiated cooperative agreements with Illinois State University for library access, etc.
Illinois Central	Consolidated the number of department chairs and student services directors. Began offering intensive courses between semesters.
Illinois Eastern Wabash Valley	Arranged for 2 additional classrooms at Wabash Area Development Corporation to house the Head Start program.
Illinois Valley	Eliminated 5 sports from the athletics program. Eliminated the Athletic Director's stipend. More extensive use of part-time faculty. Purchased natural gas on the open market. Used a lease/purchase agreement to acquire telephone system. Joined Central Management Services for insurance benefits. Auctioning unused items, reupholstering furniture, carefully negotiating the remodeling of the cafeteria, and reexamining maintenance contracts. Computerizing additional accounting operations, reducing overtime, student help, housekeeping supplies, etc. since (FY 1989). Cut library subscriptions. Reduced Cultural Series budget. Eliminated CAD/CAM computer. Increased class size while maintaining quality.
Joliet	Strengthened the student enrollment and retention management programs. A Total Quality Management approach to instructional programming is being initiated.

District	Overall Academic Function Initiative Description
Kankakee	Program aimed at elementary school minority school students stressing the importance of staying in school. Course scheduling study results will allow maximum student access. Careful scheduling will allow students to complete their programs more quickly. Relocated adult education extension site. Fund raising activities surrounding the 25th anniversary of the college generated revenue. Strengthened placement counseling services. Implemented a comprehensive assessment & placement program. Clinical sites have been increased for Respiratory Radiography programs.
Kaskaskia	Relocated Learning Assistance Center to a more accessible area of the campus. Relocated Child Care Center to a more accessible area of the campus. Scheduling changes in Cosmetology and industrial Technology allow more frequent student access to the program. Strengthened college-wide assessment program. Institutional research project on staffing and enrollment patterns are being undertaken. Reorganized baccalaureate/transfer disciplines into departments. Athletic program budgets were reduced by 25%. The number of athletic scholarships was reduced. Revitalized college professional development programs. Adopting an educational guarantee program. Strategic Planning committees are being used by the college.
Kishwaukee	Tuition and tax rates have been increased. More extensive use of part-time faculty and cutting back on overloads. More intrusive counseling of "at-risk" students. Cancelled 35 classes due to low enrollments.
Lake County	New and enhanced registration processes. Computerized checking that students meet course prerequisites were initiated. Redesigned the catalog to cut costs and make more usable. Using routine trips to local libraries to distribute semester class schedules. Electronic processing of financial aid applications reduces turn around form 4 - 6 weeks to 72 hours. Consolidated student services at the Lakeshore Campus and extended class hours.

District	Overall Academic Function Initiative Description
Lake County (Continued)	Recycled older micro computers for typing lab and new more powerful machines for data processing coursework. Purchased data services for the library & reduced on-line search costs. Created a directory of selected research topics to save student and librarian time. Increased use of instructional videotapes. Center for Economic Development funded computer purchases for academic affairs. Computer linkages between the college and county courts has been established--used by financial aid & driver safety. Applicant's resumes are placed on a computer--vita bank. Additional use of student workers for clerical positions. Additional use of part-time faculty. Maximum class sizes have been increased. Evening use of computers at the area vocational center. Time sharing computer labs among communications classes. Expanded weekend classes.
Lake Land	Adjusted staffing to meet student and labor market demands. Class size minimums and maximums have been increased. Faculty renewal programs are active. Examining alternative ways of offering courses--expanded off-prime time course offerings, telecommunications, etc.
Lewis & Clark	Evening use of computers at area high schools. Centralized on-campus microcomputers. Combined Business and MIS Divisions.
Lincoln Land	Increased year-round operation of the college. Strengthened the professional development program.
Logan	Increased reliance on cooperative programs making high-cost, low-demand programs available to students. Created an office of institutional research. Realigned administrative duties. Telecommunications are used for selected programs.
McHenry	Increased telecommunications use--joined a consortium and received HECA grant funding. Restructured the academic class schedule to meet increased demand. More early start and mid-afternoon course offerings and reduced off-campus offerings. Increasing reliance on full-time faculty.

District	Overall Academic Function Initiative Description
McHenry (Continued)	Low enrollment classes cancelled--minimums raised. Reduced the number of course sections available. Increased reliance on cooperative agreements. Established an Early Retirement incentive program.
Moraine Valley	Reduced the number of ABE/ASE off-campus sites.
Morton	Enhanced the use of computers in the library, math, sciences and other areas. The library has become more productive and user friendly. Increased part-time employees in Admissions & Records. Consolidated and restructured placement testing. Restructured the special populations area. Converted an underused organic chemistry lab to a classroom.
Oakton	Eliminated course sections with low enrollments. Established a computer network linking academic computing labs. Implemented a new placement and assessment policy.
Parkland	Staff work load analysis are conducted to maximize accountability and productivity. Modified summer session to use facilities for 4 more weeks. Increased very early morning and late afternoon offerings. Expanded telecourse instruction. Facility utilization studies are conducted and reallocations have followed. Greater emphasis on program review processes. Strategic planning implemented to serve highest institutional priorities. Strengthening staff development programs. Redesigned the student support services area. Merged Information Systems and Business and Agri-Industries programs. Developed relationships with colleges in Japan to create college income and faculty development opportunities. Acquired HECA grants and used additional cooperative arrangements to enhance student alternatives. Strengthening pre-enrollment academic advisement. Revised first semester offerings to increase class sizes.
Prairie State	Implemented a master scheduling mechanism that ensures the minimum number of class sections are met while maximizing class sizes.

District	Overall Academic Function Initiative Description
Prairie State (Continued)	Implemented an early retirement incentive program. Selective replacement of staff. Collective bargaining specifies a minimum 45 hour work week, increases in teaching days, class preparation, office hours, etc. Increased weekend and non-prime time course offerings. Sabbaticals are unpaid. On-line library circulation increased inter-library loans 49%. Telecommunications courses are offered through NILRC. Increased use of cooperative agreements.
Rend Lake	Athletic program expenses reduced.
Richland	Realigning developmental math courses to improve retention. Included open lab fees in general registration. Foundation funds used to purchase computers.
Rock Valley	Consolidated AV/TV and library services. Increased class sizes. Increased use of cooperative agreements. Increased summer and weekend course offerings. Enhanced library materials funded through outside grant. Resources from local employers being used to make a library of high quality industrial training videos.
Sandburg	Unit cost has been lowered. Increased use of cooperative agreements. Radiologic Technology. A pre-summer session was implemented. Daily hours of operation have been extended. Enhanced professional development activities at the college. External funding is being used to establish an Assessment Center and Transfer Center. Elimination of low enrollment course sections. External federal funds acquired to improve the library. CD-ROM workstations were acquired.
Sauk Valley	Implemented a pre-summer session. Expanded daily operating hours. Telecourses are being expanded. Cooperative agreements are being used more extensively. Increased course fees where appropriate to cover consumable materials. Strengthened the Learning Assistance Center. Expanded offerings at the Morrison Outreach Center.

District	Overall Academic Function Initiative Description
Shawnee	Travel is limited and when approved is centrally scheduled using college vehicles resulting in substantial savings. Increased reliance on cooperative agreements. Physical and Occupational Therapy. Raised course section student enrollment minimums. Off campus facilities were obtained at either no cost or for the cost of utilities payments at 4 locations. Cooperatively offering nursing instruction.
South Suburban	Summer session courses are now offered in two 8-week sessions. Increased the number of cooperative agreements. The weekend college has been expanded. The master class schedule is constructed to maximize class sizes. An under-utilized microcomputer lab containing old equipment was hooked to the college network which significantly improved their performance. Cut computing costs by joining the IBM higher education consortium. Negotiated a lease/purchase agreement for CAD/CAM SUN computer system for less than the old lease payment on outdated equipment. Strengthened professional development opportunities. Increased use of paraprofessionals in the Fitness Center. Increased use of part-time faculty. More efficient use of available space. Converted dedicated labs to small labs with separate classroom spaces that can be used for lecture/discussion. Increased emphasis on assessment and retention.
Southeastern	Reduced the number of division chairpersons from 4 to 3. Eliminating additional course sections that do not meet headcount minimums. Studying the use of telecommunications for instruction. Telecommunications use being investigated. Increasing use of cooperative agreements in Nursing, Physical Therapy and Occupational Therapy. Enhance assessment/placement program for remedial students. Mandatory remediation policy is in place. Greater reliance on qualified part-time faculty. Initiating increased recruitment efforts.

District	Overall Academic Function Initiative Description
Spoon River	Greater reliance on qualified part-time faculty. Increased reliance on cooperative agreements. Cooperative agreement started in Electronics.
State Community	Temporarily discontinued low enrollment courses & programs. Offering courses via telecommunications.
Triton	Reduced college operating funds to support athletics. Using retired/emeritus faculty to teach.
Waubonsee	Placing greater emphasis on the desk audit program review process. Increased use of trained student counseling aides. Schedule analysis and revision--comprehensive master schedule review. Partial savings resulted from evening and weekend course offering increases. Increased number of cooperative agreements.
Wood	Increased emphasis on institutional research. Examining telecommunications for instruction. Additional cooperation with the area vocational center. Implemented institutional outcomes model. Refined student intake and placement model. Strengthened planning in computer services. Refine the Early College Student program. Increased emphasis on fund raising. Refine new staff orientation.

SOURCE OF DATA: Community College Productivity Reports

Illinois Community College Board

Table A-5

ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS
IN PUBLIC COMMUNITY COLLEGES

District	Administrative Initiative Description
Belleville	Microfiched college records
	Consolidated graphics staff, reducing outside vendor work
	Consolidated Admissions/Registrars Offices
	Eliminated 3 campus president positions
	Replaced full-time Intramural Coordinator position
	Combined afternoon/evening assignments
	Freeze on new non-fac positions
	Implemented strategic planning process
	Reduced medical insurance expenditures
Black Hawk	Eliminated 3 administrative positions
	Materials reduction
	Consolidated from 2 to 1 college
	Supervisor and custodial services DACUM
Chicago-Central	Elimination of City-Wide College
	Reorganization of Human Resources function
	Benefits cost containment
	In-house training program
	Standardization of copier procurement
	Recycling and re-using laser toner cartridges
	Creation of Publications Department
	Improved Office of Finance procedures
	Implementation of strategic planning
	Improved Institutional Research
	New Grants Compliance Section
CCC-Daley	Computer-assisted registration scanning device
CCC-Washington	Staff transfers
	Elimination of administrative positions
	Grants management procedures
	Consolidation of computer support laboratories
	Reduction of printing costs
CC-Kennedy-King	Consolidation of administrative positions
	Consolidation of technical positions

District	Administrative Initiative Description
CCC-Malcolm X	Elimination of administrative positions Cross-utilization of staff JOBTRK computer program On-line job listing service Student tracking system
CCC-Olive Harvey	Establishment of Presidents Executive Council Streamlining of Student Service-Admissions Consolidation of Career Adv. and Placement Reduction of hours at South Chic. Learning Center New budget and planning process
CCC-Truman	Elimination of positions Consolidated job responsibilities-savings External funding of Economic Development Utilities efficiency
CCC-Wright	Consolidated job responsibilities-savings Utilization of part-time staff-savings
Danville	Eliminated position Restructured Advising New MIS, to be determined Consolidated Adult Ed and Stdt Serv Restructured LRC staffing Job sharing arrangement for Marketing/Public Relations Installed motion sensors and fluorescent energy devices Direct purchase of natural gas Suggestion box Changed from vapor to high pressure sodium parking lot lights Installed variable frequency drive for HVAC Reduction for overtime
DuPage	Low FTE adm. to FTE student ratio Low FTE adm. to FTE faculty Ratio Lower than state average adm expend. in relation to Ins/PubServ Revolving cost savings fund/projects Automated Chemical Equipment Inventory Tracking System
Elgin	Restructuring and elimination of positions-reallocation Refinancing of bonds Direct purchase of natural gas Natural gas zero-demand back-up Computerization of inform graphics Purchase of in-house telecomm Use of in-house telecomm Development of in-house computer program-realloc

District	Administrative Initiative Description
Elgin (Continued)	Change to self-insurance
	Auxiliary Enterprises are self-supporting
	External grants-revenue generation
	Foundation-revenue generation
Harper	Eliminated 2 positions
	Delayed hiring of support and clerical positions
	Interim appointments for academic adm
	Consolidation of Technology Management
	Revised advising program-SOAP
	Integration of DAWN with Health Services
	Automated admissions system
	Automated assessment
	Automated advising and degree audit system
	Automated on-line ordering and tracking system
	External revenue generation for stdts with disabilities
	Elimination of duplicative publications
	Mail Center automation
	Print Shop presses
	Physical plant productivity measures
	Bulk mailings
Highland	New computer system
	Implementation of Strategic Planning Council initiatives
	Quality Management System
	New computer software
	Evaluation of marketing and recruiting programs
	Reorganization of computer services
	Energy savings
	External processing of pay checks
	New purchasing procedure
	Reduction in increase of health care costs
	Relocation of nursing and childcare classroooms
	Miscellaneous savings for FY 1993
Illinois Central	Revenue generation from Heartland
	Revenue generation from non-credit classes
	Gifts from Foundation
	Demolition of temporary buildings
	Increased health insurance benefits-no extra cost
	Staff reorganization
Illinois Eastern (District)	Administrative reorganization
	Consolidation of long distance carriers

District	Administrative Initiative Description
Illinois Eastern Frontier	Administrative reorganization Combining publications New approval procedures Energy cost reductions
Illinois Eastern Olney Central	Administrative reorganization Elimination of positions
Illinois Eastern Wabash Valley	Elimination of positions
Illinois Valley	Energy cost savings-open market purchase of natural gas Telephone system (savings calculated from 10 year figures) Insurance savings General operation savings Physical plant operating efficiency improvements Computer Services reductions
Joliet	Implementation of touch-tone registration Cogeneration Plant Total Quality Management
Kankakee	Elimination of position Reassignment and reduction of position Restructured student mailing Consolidated orientation
Kaskaskia	Reorganization Termination of Greenville Agreement Administrative Computer System Printing and Advertising Self-funded health insurance program Interruptible electrical service
Kishwaukee	Revenues from external funds Establish goals for increased productivity
Lake County	Investment of surplus funds-increased revenue Investment of funds Self-funded equipment repair/maintenance insurance plan Comprehensive planning process Development and refinement of student receivables system Student receivables collection system data tape Bookstore point-of-sale system Centralization of purchasing functions

District	Administrative Initiative Description
Lake County (Continued)	Decentralization of health leave/vacation reporting Disincentives for abuse of health leave Call back pay
Lake Land	New computer system Energy management New generator-uninterruptible rates Internal electronic repair Reorganization and elimination of positions
Lewis and Clark	Improved auxiliary services to students-increased revenue Computer equipment maintenance program Facilities renovation/new buildings Utility upgrades
Lincoln Land	Information system improvements-TBR in FY94 Consolidation of administrative functions Modification of Intercoll Athletic Programs Implementation of cost-cutting proposals Installation of variable drives
Logan	Organizational realignments Implementation of voice mail services Establishment of Institutional Research Committee
McHenry	Energy savings-reallocation Upgrade of administrative computer-add savings TBR in 1994 Equipment replacement Tuition increases-revenue enhancement Grant funds-reallocation
Moraine Valley	Reduction in registration hours Consolidation of Registration Unit Increased efficency in recruitment efforts Reorganization of International Education Department Restructuring International Education Department Restructuring Information Services and Planning Division Computer terminal maintenance reduction Increased efficency in Public Relations staff time Updated still video equipment Purchase of video camera Updated scanner Photograph retouching software Elimination of Direct Mail Services Consolidation of Administrative Support area functions Implementation of new on-line purchasing procedures

District	Administrative Initiative Description
Morton	Technological advances
	Implementation of New Workers Compensation Insurance Program
	Implementation of modifications to Medical Insurance Program
	Reduction in energy costs
	Reduction in student transportation costs
	Increased productivity in Business Office transations
	Increased productivity in Bookstore
	Increased accessibility for persons with disabilities
	Reduction in risk level
	Installation of more cost effective gym floor
	Increased productivity resulting from Institutional Studies
	Review of budget and financial reports
Oakton	Reorganization of Admissions, Reg/Records and Fin Aid
	Revised computing programs and processes
	Reorganization of Facilities and Public Safety Departments
	Continued use of mainframe and bidding for maintenance
Parkland	Reorganization of administrative staff assignments
	Bidding procedures
	Just-in-time Delivery
	Unit chargeback for services, supplies
	Phase out of Central Word Processing Service
	Use of Interim Signage Alternatives
	Purchase of surplus properties and sale of college surplus
	Student organization/government support
	Evaluation and interim alternatives to parking lot expansion
	Use of in-house expertise
	Expansion of Foundation and Alumni activities
	Changed long-distance telephone carrier
	Development of Performance Contracted Energy Conservation
	Cross-training plan
	Development of Total Campus Facility Plan
	Staff replacement policies
	Departmental on-line purchasing
	Modification of office equipment
	Telephone registration system
	Modification of interior lighting equipment
Prairie State	Bookstore operations contract
	Centralized instructional computing operations
	Elimination of Business Services and secretarial positions
	Bank deposit services
	Downgrading of position
	Cost-savings to students in textbook purchases
	Cooperative Advertising Agreement

District	Administrative Initiative Description
Prairie State (Continued)	Direct purchase of natural gas
	Proprietary Energy Management System
	Lighting
	In-house project management
	Mail Service
Rend Lake	Interruptible electrical service
Richland	Development of cash flow model
	Restructuring of Fin Aid/Job Placement - increased serv.
	Rearrangement of Business Office duties
	Analysis of marketing and advertising expenditures
	Rearrangement of health insurance benefits
Rock Valley	Touch-tone registration system
	Degree Audit Reporting System
	Direct natural gas purchase
	Lighting
	Computer Services
	Depart. Public Safety/Assistance Record Management System
	Internal transfers
	Equipment for purchasing
	Central Storage
	PC & printer inventory
	Consolidation of Ed. Resources Center Departments
	Cooperative Library Project - increased availability
	Business/Industry Video Library
	Computer generated bill mailers
	Student Registration cancellation cards
	Reduction in voucher processing
	Revised Application for Travel form
	Computerized credit applications
	Revised payroll procedures
Sandburg	Consolidation of administrative positions
	Decreased vehicle expense
	Decreased travel
Sauk Valley	New long-distance carrier
	Checking account consolidation
	Improved water treatment
	Improved boiler efficiency
	Restructuring job functions
	Mainframe computer donation
	Endowment Challenge Grant
	Foundation

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District	Administrative Initiative Description
Shawnee	In-house capital improvements
	Shared faciltiy use
	Reduction in travel expenses
	Donated facilities
	New Management Information System
	Reduction of administrative staff
	Personnel productivity
South Suburban	New hiring policy
	Reduction of state supported funding for adm. salaries
	Financial plan - limits expenditure growth
	Direct purchase of natural gas
	Enhanced procurement process
Southeastern	Student Serv. adm. position reassignments
	Computer managed system for heating/AC operations
	Student retension
	New MIS Financial Aid Module
	Career information improvements
	New MIS Student Records Module
	Building Considerations
	New MIS Software
	Energy savings
	Direct deposit through wired money
	Implementation of new storage of records
	Corrections administrative office improvements
	New Central Information Center at Vienna
	Direct computer entry for registration at Vienna
	Automated telephone system - elim. of clerical position
Spoon River	Improvement of facilities
	Updating of equipment
	Purchasing of goods and supplies
	Consolidation of administrative functions
	Consolidation/restructuring of Auxiliary Services
	Consolidation of Student Services
	Serving special population students
	Reduction of staff
	Summer Youth Employment
State Community	Administrative reorganization
	Automation of Learning Resources

District	Administrative Initiative Description
Triton	Reduction, reassignment and consolidation of staff positions
	Reductions in non-essential budget categories
	Improvement in Business Area productivity
	Review of employee health plan
Waubonsee	Touch-tone student registration system
	On-line report display system
	Imaging systems solutions
	On-line purchasing system
	On-Line Maintenance Manager Computer System
	Use of counseling aides
Wood	Deferred staff hirings
	New MIS system through grant funds
	Revised Information and Marketing Program objectives

SOURCE OF DATA: Community College Productivity Reports

Appendix B

LOW ENROLLMENT PROGRAMS

Table B-1

COMMUNITY COLLEGE LOW ENROLLMENT PROGRAMS
FISCAL YEAR 1991

Program Area	Colleges with Program	Colleges with Low Enrllmnt	Contiguous Colleges	FY 1991 Enrollment	Total Low Enr 91
Agricultural Business	18	6	5	325	35
Ag Mechanics	9	4	2	144	15
Ag Production	14	4	2	318	17
Animal Production	5	2	1	92	5
Crop Production	1	1	0	1	1
Ag Supply/Service	3	3	0	6	6
Arboriculture	1	1	0	5	4
Ornamental Horticulture	6	2	1	144	12
Greenhouse Operations	4	3	2	57	15
Landscaping	10	3	3	272	15
Nursery Mgmt	1	1	0	1	1
Turf Mgmt	4	3	0	42	16
Wildlife Mgmt	2	1	1	35	3
International Business	3	1	1	61	1
Labor Studies	2	1	0	14	1
Personnel Mgmt	4	1	0	70	7
Real Estate	30	3	3	2168	25
Real Estate Appraisal	1	1	0	6	6
Small Business Mgmt	12	5	4	296	15
Trade/Industrial Mgmt	13	1	0	644	7
Accounting/Bookkeeping	42	1	1	8398	1
Bookkeeping	6	1	1	121	9
Banking/Finance	22	7	7	1375	24
Computer Operator	18	2	2	1268	12
Data Entry Operator	7	3	2	89	18
Microcomputer Applications	22	5	5	1062	24
Office Supervision	11	2	1	864	9
Court Reporting	6	1	0	477	1
Executive Secretary	15	1	1	822	5
Legal Secretary	28	9	9	671	32

Table B-1

COMMUNITY COLLEGE LOW ENROLLMENT PROGRAMS
FISCAL YEAR 1991
(Continued)

Program Area	Colleges with Program	Colleges with Low Enrlimnt	Contiguous Colleges	FY 1991 Enrollment	Total Low Enr 91
Medical Secretary	31	3	3	1089	17
Stenography	4	3	0	31	7
Word Processing	38	1	1	3127	9
Clerk/typist	23	9	9	628	34
Gen. Office Clerk	17	3	3	439	12
Typing	3	2	2	27	2
Inform. Process. Mgmt	4	3	0	66	14
Fashion Merchandising	10	1	1	425	6
Financial Mkt	7	4	1	76	20
International Mkt	1	1	0	1	1
Purchasing	8	3	2	172	19
Retailing	17	8	6	461	25
General Sales	34	6	6	2414	22
Direct Mkt	1	1	0	7	7
Freight Transportation	9	3	2	395	17
Auto Mkt	1	1	0	9	9
Barbering	1	1	0	4	4
Cosmetology	16	2	2	968	7
Surveying	4	2	0	71	9
Electronics Tech	31	1	1	3642	4
Telecommunications Electro	3	1	1	31	3
Computer Service Tech	10	2	2	607	10
Electromechanical Tech	4	1	0	58	3
Fluid Power Tech	1	1	0	4	4
Automated Mftg	10	2	1	352	10
Water/Wastewater Tech	10	5	4	132	17
Industrical Tech	14	2	2	1086	8
Occupational Safety	4	3	3	26	9
Quality Control	7	2	1	285	5

Table B-1

COMMUNITY COLLEGE LOW ENROLLMENT PROGRAMS
FISCAL YEAR 1991
(Continued)

Program Area	Colleges with Program	Colleges with Low Enrllmnt	Contiguous Colleges	FY 1991 Enrollment	Total Low Enr 91
Mechanical Design	19	1	1	1182	1
CAD	20	2	2	1219	10
Coal Mining Tech	3	1	1	145	5
Petroleum Tech	1	1	0	1	1
EMT-A	8	2	0	823	4
EMT-P	9	1	1	870	7
Alcohol/Drug Counseling	11	2	2	1339	11
Home Hlth Aide	1	1	0	2	2
Health Unit Coordinator	3	1	1	53	3
Habilitation Aide	3	3	0	20	20
Mental Health Tech	6	2	1	217	9
Nursing Home Admin	3	2	2	30	4
Basic Nurse Asst	34	2	2	2796	16
Licensed Practical Nurse	22	1	1	3256	7
Foster Care	1	1	0	1	1
Teacher aide	18	4	2	734	15
Elder Care	3	1	0	42	6
Food Production	2	1	1	1939	4
Baking	4	3	3	26	13
Chef/Cook	18	2	2	1389	5
Dietetic Assisting	5	2	0	88	11
Restaurant Mgmt	16	3	2	1178	18
Waiter/Waitress	1	1	0	1	1
Technical Writing	3	1	0	51	5
Library Assisting	7	2	2	232	15
Outdoor Recreation	5	3	3	182	13
Nuclear Power Tech	2	1	0	69	3

Table B-1

COMMUNITY COLLEGE LOW ENROLLMENT PROGRAMS
FISCAL YEAR 1991
(Continued)

Program Area	Colleges with Program	Colleges with Low Enrllmnt	Contiguous Colleges	FY 1991 Enrollment	Total Low Enr 91
Chemical Tech	4	1	0	84	5
Corrections	9	3	2	770	13
Criminal Justice	46	4	4	8356	10
Security Services	10	5	2	150	22
Fire Safety	24	2	2	2569	7
Fire Officer	4	2	2	126	7
Firefighting	9	2	1	488	4
Social Services	15	2	2	1042	4
Brick Mason	3	2	1	31	6
Lineworker	1	1	0	4	4
Building Maintenance	14	4	3	489	14
Construction Inspection	2	1	0	38	6
Floor Covering	1	1	0	1	1
Plumbing/Pipefitting	2	1	0	86	8
Construction Trades	12	1	1	1105	2
El/El Equip. Repair	1	1	0	3	3
Bus. Machine Repair	2	2	2	8	8
Communication Electronic s	10	3	2	362	14
Computer Electronics	12	6	6	185	17
Industrial Electronics	19	1	1	1251	2
HACR	26	3	2	2650	10
Industrial Equip. Repair	15	2	1	42	13
Auto Body Repair	18	1	1	544	8
Diesel Engine Repair	11	3	3	191	12
Small Engine Repair	7	2	2	185	7
Architectural Drafting	23	5	4	1522	20
Mechanical Drafting	22	7	7	842	13

Table B-1

COMMUNITY COLLEGE LOW ENROLLMENT PROGRAMS
FISCAL YEAR 1991
(Continued)

Program Area	Colleges with Program	Colleges with Low Enrllmnt	Contiguous Colleges	FY 1991 Enrollment	Total Low Enr 91
Commercial Art	13	3	2	1292	9
Commercial Photography	5	3	3	391	6
Printing Press Oper.	1	1	0	7	7
Foundry Worker	1	1	0	1	1
Machine Tool Oper.	21	3	3	1171	19
Sheet Metal Worker	2	1	0	33	2
Tool/Die Maker	7	3	2	123	17
Welding	33	4	4	2106	15
Numerical Control	2	1	1	40	4
Jewelry Design	1	1	0	5	5
Plastics	1	1	0	2	2
Precision Apprentice	1	1	0	3	3
Private Pilot	2	2	0	3	3
Piloting	6	2	1	206	10
TOTALS		298	203	8123	480

SOURCE OF DATA: Fiscal Year 1991 Annual Enrollments

Appendix C

REPORT ON NEW PROGRAM APPROVAL PROCESS

Illinois Community College Board

REPORT ON THE ILLINOIS COMMUNITY COLLEGE BOARD NEW PROGRAM APPROVAL PROCESS

Illinois Community College Board staff carefully analyze all proposed new units of instruction submitted by the community colleges based on the criteria of labor market need, quality, and cost. Programs that meet these criteria are recommended for ICCB approval. When programs do not meet these criteria, technical assistance is provided by staff to the colleges in program development and documentation of labor market need.

This report provides an analysis of the proportion of those new program proposals that are not recommended to the Illinois Community College Board for approval and highlights the salient features of the ICCB program approval process. For the purposes of this analysis, we have focused on applications processed from January 1, 1990 through March 15, 1992. While it is difficult to determine the exact status of all program requests at a given point in time because the ICCB program approval process is a continuous process, two tables are included in this report which give a snapshot view of the submission of and action on applications within this time period.

Table 1 includes figures on the total number of formal Applications for Approval of New Units of Instruction submitted, the number of applications approved by the Illinois Community College Board, and the subsequent number approved by the Illinois Board of Higher Education by area of study. While the program approval process is continuous, Table 1 shows that during a 25-month period there were 117 applications for new programs that resulted in 84 approvals by the ICCB, a 72 percent approval rate. Seventeen of the 117 applications reported could result in approval by the ICCB in the current approval cycle which would yield an 86 percent approval rate.

Table 1

PROPOSALS FOR NEW UNITS OF INSTRUCTION PROCESSED FOR APPROVAL
January 1, 1990 through March 15, 1992

Areas of Study	Applications Submitted	# Approved by ICCB	# Approved by IBHE
Agricultural & Natural Resources	5	4	4
Business Occupations	22	16	16
Communications	4	3	3
Construction Trades	1	1	1
Food Production & Management	3	2	2
Health	35	23	23
Mechanics & Repairers	1	1	1
Public, Personal & Social Services	17	14	12
Technologies	24	16	16
Transportation	3	2	2
Associate in Arts	1	1	1
Associate in Science	1	1	1
TOTALS	117	84	82

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An optional Notice of Intent provides preliminary information about the proposed new unit. The proposed title, anticipated enrollment and completion figures, and a general description of the program and clientele to be served are some of the information requested of the colleges. The primary focus, however, is the determination of labor market need. The colleges are to submit documentation that substantiates a labor market need for the proposed instruction; for example, labor market data provided by the Illinois Occupational Information Coordinating Committee or results of college-conducted labor market surveys. If a college chooses not to submit the Notice of Intent, labor market need must be substantiated within the formal application. ICCB staff assess and critique the information submitted by the colleges and conduct additional research in support of the proposed program. Questions and concerns are then put before the colleges to assist them in further developing the proposed programs.

A more detailed examination of the proposed program occurs with the formal application. Within its application, a college must articulate the objectives of the proposed unit; document that the college will maintain academic control; provide a proposed curriculum for the new unit; indicate faculty, equipment, and library/learning resource center needs and costs; as well as any accrediting/licensing requirements of the program or contractual/cooperative arrangements the college anticipates to implement the program. The staff review process includes reviewing the proposed programs, requesting additional information from the college, if necessary, allowing for a turnaround time for colleges to respond to requests for additional information, and developing recommendations to the ICCB for its action.

Table 2 follows the number of Notices of Intent as submitted through the approval process by area of study. This table shows that of the 71 Notices of Intent, 51 (72 percent) resulted in formal applications for new program approval during the time period studied. Of those 51 applications, 30 (60 percent) have resulted in approval by the ICCB. As reported in Table 1, an additional number of applications could result in approval by the ICCB in the current approval cycle; therefore, the actual success rate of applications is higher than these figures indicate. While an exact percentage is difficult to determine, an analysis of the program applications in Table 1 and Table 2 indicates that approximately 15 percent of the applications submitted by the colleges are not recommended to the ICCB for approval. These figures reflect that new program applications are carefully screened by ICCB staff to ensure that they meet ICCB program approval criteria of labor market need, quality, and cost. The number of applications not recommended to the ICCB are small because many of the applications are modified after they are submitted. Applications that require major modifications sometimes are included in subsequent cycles before they are recommended to the ICCB for action.

Table 2

APPLICATIONS FOR APPROVAL OF NEW UNITS OF INSTRUCTION SUBMITTED IN FOLLOW-UP TO SUBMITTED NOTICES OF INTENT
January 1, 1990 through March 15, 1992

Areas of Study	Notices of Intent Submitted	Applications Submitted	Approved By ICCB	Approved By IBHE
Agriculture & Natural Resources	2	2	2	2
Business Occupations	16	10	8	8
Communications	0	0	0	0
Construction Trades	1	1	1	1
Food Production & Management	2	1	0	0
Health	21	15	7	7
Mechanics & Repairers	1	0	0	0
Public, Personal & Social Services	12	10	7	5
Technologies	15	12	5	5
Transportation	1	0	0	0
TOTALS	71	51	30	28

It is also pertinent to note that, although a majority of the applications reach approval status, 28 percent of the proposed programs did not culminate in an application following submission of the Notice of Intent. Of the 20 Notices of Intent that did not result in the submission of an application, need within the labor force or the appropriateness of the level or content of education proposed were the primary concerns identified. Likewise, these are the two key problem areas identified when formal applications are not recommended for ICCB approval.

Proposed new units of instruction are analyzed carefully and rigorously based on the criteria of labor market need, quality, and cost. The program approval process is structured to enable those new units fulfilling these criteria to be recommended for approval. As is evident in this report, a substantial proportion of the proposed new programs are curtailed because these criteria have not been met. ICCB's new program approval process provides a detailed examination of proposed occupational programs to ensure that community college programs meet the needs of Illinois' future workforce.